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ABSTRACT

This document presents the proceedings of a 1974 workshop by the Canadian Teacher Federation's Teacher Education Committee on designing a quality practicum. The introduction to the document indicates that the proceedings were broken into two parts. Part 1 addressed the basic question, What are we trying to do? and covered the following topics: practicum objectives, the value of the U.S. performance-based approach for Canadian programs, and methods for clearly describing objectives without becoming excessively detailed or descriptive. Part 2 was concerned with the achievement of objectives once they had been set and described current practices and specific programs. Some of the individual presentations in this document are in French, some are in English. Included as division headings are the following: The Case of Reform in Teacher Education; The Behavioral Outcomes Approach in Teacher Education; Rationales for the Integration of Theory and Practices; Roles and Responsibilities of Teachers and Their Associations in Teacher Education; Beyond the Practicum: The Transition Period of the Beginning Teacher; Conflict and Consensus in the Designs for a High Quality Practicum; and Reactions to the Teacher Viewpoint. (JA)

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DESIGNING A HIGH QUALITY PRACTICUM

Etablissement d'un stage pratique
de haute qualité

Sponsored by the Canadian Teachers' Federation
with the cooperation of the Canadian Society for the Study of Education

Parrainé par la Fédération canadienne des enseignants
en collaboration avec la Société canadienne pour l'étude de l'éducation

Proceedings of the 1974 Workshop on Teacher Education

Montebello, Quebec, January 28 - February 1, 1974

Compte-rendu du colloque 1974 sur la formation pédagogique

Montebello, Québec, 28 janvier - 1 février, 1974

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Canadian Teachers' Federation

Fédération canadienne des enseignants

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PREFACE

The Montebello workshop is the first of what it is hoped may become a series of Canada-wide meetings dealing with special problems in teacher education. It differs from previous CTF conferences in this area in that it was cooperatively planned by representatives of both teacher organizations and faculties of education.

The topic chosen -- the practicum in teacher education -- is one which has been of continuing concern to both teachers and teacher educators. Teachers have, in general, felt convinced that pre-service programs do not place sufficient stress on experience with the day-to-day problems and decisions of the real classroom. For their part, teacher educators have been faced with the problem of reconciling theoretical and practical program requirements within the restrictions imposed by time and budgetary allotments.

It was hoped by the planners of the workshop that a national meeting in a relatively tension-free environment would lead to greater understanding of the problems faced by other groups in their attempts to design and implement a high quality practicum. It was also hoped that the conference might lead to greater cooperation in future among the various groups.

The proceedings that follow record the major presentations at the workshop and provide short summaries of the extensive discussions which took place during the three and one-half day meeting.

PREFACE

L'atelier de Montebello a été, nous l'espérons, le premier d'une série de réunions pancanadiennes traitant des problèmes spéciaux qui concernent la formation des maîtres. Cet atelier se distinguait des colloques antérieurs que la FCE a tenus sur le même sujet en ce qu'il avait été préparé collectivement par des représentants d'organisations d'enseignants et de facultés d'éducation.

Le sujet choisi -- stage d'enseignement pratique dans la formation des maîtres -- fait constamment l'objet de préoccupations à la fois des maîtres et des éducateurs qui doivent les former. En règle générale, les enseignants soutiennent que les programmes de formation, antérieurs au service, ne mettent pas assez l'accent sur les problèmes quotidiens et sur les décisions qui l'on doit prendre en classe même. De leur côté, les professeurs d'établissements pédagogiques soutiennent qu'ils sont forcés de concilier les exigences théoriques et pratiques des programmes, dans le cadre de restrictions imposées par le temps et l'affectation de crédits.

Les organisateurs de l'atelier ont souhaité qu'une réunion nationale qui se déroulerait dans une atmosphère relativement libre de tension déboucherait sur une meilleure compréhension des problèmes que rencontrent d'autres groupes dans l'élaboration et l'exécution d'un stage d'enseignement pratique de haute qualité. On a également souhaité qu'un tel colloque pourrait à l'avenir occasionner une meilleure collaboration entre les divers groupes.

Le compte rendu suivant fait état des principales "conclusions" de l'atelier et résume les discussions exhaustives qui ont eu lieu au cours des trois jours et demi qu'a duré la réunion.

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WELCOMING REMARKS

J.W. KILLEEN
President
Canadian Teachers'
Federation

It is my pleasant duty and task to welcome you all on behalf of the Canadian Teachers' Federation. Indeed, we are very pleased that so many interested parties have chosen to register and to be in attendance at this particular meeting. You have probably noted, if you have read the list of participants which is in your kit, that there are people from faculties of education, from teacher organizations, departments of education, students who propose to teach, trustees and many others who are interested in education. We are very pleased that all with that particular interest in education have chosen to gather here to discuss what the Canadian Teachers' Federation feels is one of the continuing and crucial concerns in education. The committee and the Federation hope that you will take the time available to reflect, to examine and to formulate a philosophy or philosophies and a rationale which is appropriate to your own jurisdiction. All of this, of course, can be done not only in the formal setting and in the discussion groups, but in the many informal settings which are offered during this particular conference.

A few other points before we turn you over to the chairman of this morning's meeting. I think you should be aware that CTF's interest in teacher education, at least its more recent interest, goes back to the middle 1960's. At that time the Teacher Education and Certification Committee of the Canadian Teachers' Federation felt that it would be most appropriate to hold a meeting to discuss this question. It became apparent at that meeting that a tremendous variety of views were being expressed. That meeting led to the commissioning of a paper, a serious study, by Dr. John Macdonald. He and a committee of resource people spent considerable time developing a report which became known as The Discernible Teacher. We are pleased to note that Dr. Macdonald is with us for these meetings, and perhaps sometime he may be able to consider the question, "How discernible is the discernible teacher today?". The CTF programs following that particular report took the form of publications both of that particular study series and then, in turn, of a series of bibliographies, some of which are contained in the kit which you were given this morning or last night.

One other aspect has followed that particular report, and that is a genuine attempt on behalf of the teacher organizations in Canada to rationalize certification procedures, a particular difficulty which, I think, plagues many houses all across Canada. I know that you cannot talk about teacher education and fail to touch on the rationalization of certification.

We also think that since 1968 things have changed rather dramatically in the faculties of education. In 1968, I recall that one of the speakers told a story which, to him at that time, exemplified the kind of action that was taking place in faculties. Maybe some of you who were at that conference may recall his story, which was about a very senior member of a faculty of education who, because of the very serious work that he had been doing, and the gung ho way in which he had been driving himself, had suffered a very serious heart attack. He was laid up for some time, and, in spite of the council of his doctor, this faculty member decided "To heck with the doctor", and his numerous friends. What he would do was return to the faculty and work. That was his answer to his medical problem. However, when he showed up one day at a faculty of education meeting, his colleagues were rather shocked, and they said, "George! What are you doing here? You know that you've got some pretty serious advice from your doctor, and he says that you must take it easy, you have to rest. You can't chance it again. Why don't you take a holiday? We're all concerned about you. Why are you here?" And George said, "Well, I figured if I've got to go, I've got to go, and if I've got to go I might as well do it at a meeting of the faculty of education, where the difference between life and death is practically imperceptible."

We would argue that, since 1968, that story is not as applicable. However, there are some of our colleagues and our critics, and maybe even some of our friends, who would not argue as we would, and would probably stick by that particular story as the way it is today. I don't believe that's completely true, however. I think that since 1968 there have been many publications which have at least espoused, if not caused, particular changes in teacher education thinking. The Faure report, for example, with which I am sure you are familiar, talks about the transition from initial training to a program of continuing education for teachers and those interested in teacher education. Many studies across Canada call for the career development concept: one in Ontario, another in British Columbia, another in Prince Edward Island. A recent seminar in West Germany, sponsored by UNESCO, stressed the importance of involving teachers' organizations and those concerned about teacher education in planning reforms or renewals of education and training systems. I think all of you are familiar enough with the literature to know that, since 1968, a number of important concepts which many were presenting prior to that time have received a certain amount of prominence and a certain amount of attention, hopefully, in the planning of teacher education programs.

These trends, I think, are quite recurrent -- career education for teachers is one. A shaping of the program by interested parties is another which jumps out at you from the literature. Certainly the mutual cooperation at the cutting edge or the frontier is what we're all about and the necessity for quality experiences in the part of the training period we know as the practicum. Of course, that's why we're here. We're to talk about that mutual cooperation. We're to talk about that frontier and that cutting edge, and about that particular experience known as the practicum or practice teaching.

We have one other concern in Canada, I think, which we must address. Nous sommes très consients de l'importance très speciale de la formation des maîtres pour les écoles francophones, surtout dans les regions du pays où la population francophone se trouve dans la minorité. Dans ces communautés, la servie de la culture franco-canadienne dépend de l'école et du travail de l'enseignant. La commission de langue française de la Fédération canadienne des enseignants étudie les divers aspects et les nombreux problèmes de la formation des maîtres et du recyclage des enseignants et elle a formulé plusieurs recommandations à ce sujet. J'espère que les délégués francophones à ce colloque auront l'occasion de discuter entre eux non seulement les propos généraux, mais aussi les questions qui se rapportent plus particulié à la situation de l'enseignant d'expression française.

I would be remiss, too, ladies and gentlemen, if I did not thank the planning committee. We very much appreciate the many meetings and the work that they have put forward to stage this particular gathering. May I express the hope that these three days will be as satisfactory and useful as we have come to expect.

INTRODUCTION TO THE WORKSHOP

MARY ROACH
President, Nova Scotia
Teachers Union, and
Chairman, CTF Teacher Education
Workshop Planning Committee

First let me add my own welcome to Mr. Killeen's. We hope your stay at Montebello will be both pleasant and rewarding.

I would like to start with some background on how this workshop came about. As some of you know, CTF has embarked on a study of what constitutes quality in education. One area that is critical to the development of higher quality educational programs is teacher education. The CTF Teacher Education Committee has over the past two years devoted considerable attention to the development of quality teacher education and, in the course of its studies, identified two areas of immediate concern -- (1) the lengthening and changing of the practicum, and (2) the growing demand for continuing education for teachers and the responsibilities of various institutions for improving in-service education. We decided to concentrate on the practicum first, since this is an area in which there is much activity at present. Many institutions are changing their programs, and looking for appropriate direction as they change. If this workshop proves successful, it might be possible to hold another workshop in a year or so to consider some of the other questions that were identified as important.

Since the practicum arrangements were perceived as being in a state of transition, this seemed a good time to have a cross-Canada meeting, rather than regional workshops. We hope to provide an atmosphere in which some of the basic questions concerning the practicum can be discussed free of the animosities and constraints which are sometimes present in local situations. It is our hope that discussions here may lead to greater unanimity of purpose and approach when decisions are being made back home. It is also our hope that these discussions will lead to greater understanding among the various groups -- the teacher education institutions, the teachers, the school boards and the departments of education -- who have an interest in the development of a high quality practicum.

The Planning Committee

Since two of the principal partners in the practicum are the teachers and the faculties of education, it was felt that both groups should be represented on the workshop committee. Accordingly, a committee was struck by CTF composed of the following people:

Dr. George Pedersen, Dean of Education, University of Victoria
Dr. Ron MacDonald, Dean of Education, Acadia University
Mr. Ruben Richert of the Saskatchewan Teachers' Federation
Ron LeBreton of the Association des Enseignants Francophones du Nouveau-Brunswick
Dr. Douglas Myers of the Ontario Teachers' Federation and OISE

(and myself as chairman).

The Canadian Society for Studies in Education was also invited to participate in the planning and appointed as their representative Dr. Howard Smith of Queen's University.

CTF staff members attached to the committee were Miss Geraldine Channon and Mr. Maurice Bourque.

Design of the Program

The planning committee met twice last fall to develop a program based on the previous studies undertaken by CTF in the spring of 1973 and on any new ideas that had appeared since. After much thought and brainstorming, the committee decided upon the present program, which attempts to combine opportunities for obtaining new information and statements of opinion with opportunities for intensive group discussion. In general, your major objective throughout this workshop is to design an ideal practicum -- that is to say, the array of practical experiences which will be of most benefit to teachers beginning their careers. The formal presentations are designed to keep adding information to your group deliberations as you go along. We have, by the way, faced the usual question of whether or not to have delegates change from group to group during the workshop. We decided that each delegate should remain with the same group throughout the conference in the hope that each group will be able to evolve into a cohesive planning unit.

The first part of the program addresses the basic question -- What are we trying to do? What objectives can we set for the practicum and how do we state them? How can we be clear in our purposes without becoming excessively detailed or prescriptive? Does the competency or performance-based approach developed in the United States have anything to offer to Canadian programs? We will be asking you to study and rank one set of objectives. But we would like to stress that our purpose in this exercise is to encourage you to think carefully about alternative objectives, not just to assign priorities.

The second part of the program is concerned with how we achieve the objectives that have been set. Here we have provided for input regarding present practices in a number of institutions and for presentations on how teachers and others perceive the role of teachers in teacher education. We hope these presentations will encourage you to consider in your discussions questions such as the following: What reorganization of the schools would be required to accommodate a rejuvenated practicum? What recompense should teachers receive for extra time and effort devoted to student teachers? What relationship should exist between teachers and faculties of education? What should students be practising -- curriculum development? small group work? evaluation? something altogether different? The conclusion of this section introduces a new but related problem -- the difficulties encountered by new teachers in their first years of teaching -- and considers briefly some solutions to this problem.

By this point we hope the groups will have developed their designs for a practicum to the point where they will be ready for display to the total group. At the closing session we will be asking three members of the workshop to comment on the designs and to tell us what stage we have reached in our deliberations.

Documentation

We have tried to develop supporting documentation for the workshop which will assist you in acquiring a broader knowledge of this field. In particular, we have provided definitions of some of the newer terms, an annotated bibliography of recent literature on the practicum, and supplementary bibliographies on microteaching and interaction process analysis. Materials not provided prior to the workshop should be in the kits you received today.

Since many of you said that you would like more information on certain topics we have brought along a selection of books, articles and microfiche on various aspects of the practicum and related topics. We are setting up this "mini-library", which includes a microfiche reader, in one corner of the ballroom right after the opening session. You are encouraged to browse in this area.

We have also obtained descriptions of the practicums at a number of the institutions represented here. These descriptions should also be in your kits.

We have also tried to provide for a mix of educational and recreational activities. As you will note from the program, most of Wednesday afternoon is free, to enable you to benefit from the fresh air and sports available at Montebello.

We wish you a happy time at Montebello and successful deliberations.

I would now like to ask Mr. Bourque to make some additional remarks.

NOTES POUR LES DELEGUES FRANCOPHONES

MAURICE BOURQUE
Adjoint administratif
Fédération canadienne
des enseignants

Plusieurs difficultés surgissent lorsqu'on essaie de tenir un colloque et en français et en anglais. Etant donné que l'inscription des délégués francophones était proportionnellement assez restreinte, le Comité de planification décida qu'il n'était pas rentable de tenir un colloque à l'intérieur du colloque ou si vous voulez un mini-colloque. Un compromis fut donc adopté. En autant que possible les documents majeurs du colloque ont été traduits. A l'heure actuelle vous devriez avoir une version française du discours de M. Goble dans vos trousses de travail. Les papiers de travail préparés par M. Fergusson et M. Richert peuvent être obtenus à l'inscription avant la session de demain.

En plus, nous avons préparé des versions françaises de toutes les descriptions de programmes d'enseignement pratique reçues à temps pour le colloque. Ces descriptions sont dans votre documentation. Vous trouverez aussi dans votre trousse, une bibliographie annotée de la littérature récemment publiée sur les programmes d'enseignement pratique.

Pour les francophones, nous avons organisé les sessions de travail en petits groupes de façon à ce que vous puissiez tenir vos délibérations entièrement en français. En plus, deux des conférenciers au colloque offriront leur présentation en français.

Nous nous rendons compte que nous ne vous offrons pas une solution parfaite au bilinguisme à l'intérieur du colloque. Cependant, nous espérons que vous comprendrez que nous avons fait notre possible pour assurer que ce colloque soit aussi utile que possible aux deux groupes linguistiques. Dans un certain sens, ce colloque est une expérience que nous tentons. Nous espérons qu'il nous apprendra à mieux vous servir à l'avenir.

THE CASE FOR REFORM IN TEACHER EDUCATION

NORMAN M. GOBLE
Secretary General
Canadian Teachers' Federation

The topic assigned to me by the organizers of this workshop is one that could be dealt with in a one-sentence comment or in a sizable book, but is difficult to do justice to between those extremes. Assuming, however, that the function of a speaker at this stage in the program is to be provocative rather than objective, I propose to do no more than offer some heavily biased observations for the sake of argument.

The hardest part of the assignment is to stick to one aspect of the topic at a time. Consider for a moment what good teacher education would be. Rational, wise and effective in itself, it would be sensitive and responsive to changing needs, and would be carried on in a harmonious and constructive permanent relationship to an equally rational and responsive school system. That makes ten adjectives, none of them true at the moment. With such a choice of targets, it is hard to stop one's aim from wandering.

Reform has to be continuous in any institution that claims to serve society. There has to be a readiness and an ability to respond to new understandings and definitions of people's needs. These qualities are not readily apparent either in the schools or in the institutions of teacher education, and when they do make an appearance they tend to be frustrated by the uncertainty of the relationship between the two partners.

It would be possible to make that comment about two institutions which had frozen in the forms of an obsolete rationality, locked in an embrace which preserved at least the memory of an animating passion. The problem then would be to reanimate them, to restore movement, in the hope of overtaking and then keeping pace with the evolution of needs.

But neither the school nor the activity of teacher education has yet achieved rationality, and such embraces as have so far taken place have tended to bring discomfort to one partner or the other and ecstasy to neither.

Theoretically, teacher education would be in nimble pursuit of a moving target. Education, after all, is one of the most dynamic of all activities. It is forever changing the condition of the society it serves, and therefore changing the nature of the needs it has to meet and of the competence required in its practitioners. Pursuing goals which are derived from prevailing assumptions about the nature of man, of society, and of the good life, it is at the same time changing these assumptions. The school, balancing like a surfrider, is carried along on the cresting wave of human progress, in an eternal dilemma of conflicting roles. On the one hand, it must interpret and propagate the contemporary ethos -- and yet not slip back into cultural obsolescence. On the other, it must teach the skills of criticizing and evaluating that which it propagates -- and yet not plunge forward into chaotic rootlessness. It must stabilize without stagnation, and stimulate with disruption.

We know this is so, because the scholarly journals say so. The whole concept of the school being borne along on the edge between past and future, with teacher education paddling furiously alongside passing sustenance to it, is so tremendously exciting that as one turns the pages with feverish fingers one can scarcely repress cries of "Oh really?", or even "Well!".

And then, still trembling with excitement, we turn to look at the reality of our institutions. Keep your eyes on them, friends: if you watch carefully, you can almost see them move.

When the lightning of philosophy and the thunder of theory die away, we are left with the sodden landscape of practice. It's kind of peaceful, like the tomb.

In his book The Discernible Teacher, published by CTF four years ago, John Macdonald said "The greatest weakness of teacher education is its lack of rationalization". Pessimistically, it may be argued that the response that our schools and our faculties of education have made, in their different domains, to the challenge of reality, to the problem of maintaining the precarious balance between conservatism and innovativeness that would keep them in step with the world, has been to confine their operations to a plane of unreality on which such dilemmas do not exist.

It would, in fact, be unreasonable to expect a rationale for the education of teachers to have emerged when we have not yet come close to rationalizing compulsory education. What we have in the public school system is an inherited model that once had some theoretical logic, but which rested on some assumptions that were wrong and others that are offensive to our ideas of morality. We give our conscience licence to reject its purposes because our economic needs no longer compel their acceptance, but we retain the forms and processes. So we are left between two worlds -- committed to universality but unwilling either to revert to the former logic, which admitted everyone in order to sort out the few who met the needs of the system, or to embrace the new idealism, which would admit everyone in the hope of meeting the needs of each.

We have to remember that universal access to schooling was a device instituted by the early industrial society for its own purposes. The philosophy that animated those purposes was not entirely new. The so-called "age of reason" had discovered the importance of measurement as the basis for the accumulation of knowledge, the essential tool of the scientific method. The industrial age, with growing confidence, rejected the concepts of predestination and inscrutable, immutable fate. For the gaol of permanence and the virtue of resignation it substituted the notion that the world could be made and remade at will; that with expanding knowledge leading the way, things could be re-ordered for the greater comfort of man. With the sequence of causality established and its reliable repetition assured by measured control, the conversion of diverse raw material to a uniform outcome -- the one-way flow through process to product -- became the pattern and model for all activity.

I hope you will forgive me this excursion into the familiar. It is a digression designed to show the nature of my bias, and to justify my assertion that the school we have inherited was conceived as the factory of man, an orderly process of conversion of diverse material to a predictable end-product, a process which would be steadily improved in reliability as measurements and mechanisms were perfected.

This model set a premium on order, consistency and objective measurement, which are the necessary conditions for efficient manufacture. It also asserted the principle of artificiality, of deliberate alienation from the influences of the external environment and "liberation" from the vagaries of individuality. And it made the institutionalizing of teacher education both necessary and possible by specifying desired outcomes.

The age of reason, with its discovery of factual knowledge, had at once created an image of the teacher as purveyor of fact, having value to the extent that he knew more than the student. The industrial model of the school added new requirements, which blended with the older image to produce the model we are still familiar with. The teacher, as well as knowing more than the student, was required to present facts with precise and forceful clarity, in pre-determined order, to measure the acquisition of knowledge and categorize his students accordingly, and above all to maintain an orderly situation which minimized difference, promoted uniformity, and favoured the enforcement of learning.

Since our social and economic milieu is still, in essence, the same as that in which compulsory schooling was born, it should not surprise us that these models of the school and the teacher still dominate educational practice. A recent report from Alberta illustrates the point. Listing the main reasons for unsatisfactory performance in beginning teachers, as seen by school principals, it places the failure to maintain discipline far ahead of all others. The first cause of poor discipline, in turn, is said to be inadequate understanding of students. A close second is excessive friendliness.

Which of us, in our beginning years, did not receive warnings on both counts from older colleagues? Which of us did not nervously seek advice on techniques of repression and enforcement?

Given the circumstances, it was inevitable that teacher training should emphasize lesson organization and craft techniques and that evaluation should stress styles of behaviour that promised successful domination and undeviating conformity. Only a holdover of snobbery from the days when scholarship was the poor man's passport to marginal respectability saved the whole process from becoming a mere exercise in behavioural training, such as was practised with such shameless excellence in the Army methods-of-instruction schools in the fifties.

The same kind of snobbery, fortunately, together with the natural tendency of all occupational groups to improve their social standing, forced teacher education into the universities. I say "forced", because this was certainly not a function attracted into the universities by the resources of appropriate scholarship existing there. In fact, it is probably not unfair to say that most of the universities have not yet really figured out why teacher education is there, or what they should do about it. They have created a great deal of scholarship, because that is what they are there for; but scholarship produced to order for the purpose of enhancing status tends to be of a highly speculative and artificial nature, and it is difficult sometimes to convince the practitioner of its value to him. But as I shall argue later, teacher education does need the university environment for certain purposes. And in the meantime something has been gained by its enforced cohabitation with relevant disciplines in the human and social sciences, even though they are themselves so unsure of their status that they are not always disposed to welcome the new neighbour.

Anyhow, to shorten my digression, let me summarize by saying that the model of schooling within which we still operate -- and which has been given a new lease of life by the proponents of accountability -- is that of an ordered sequential process of conversion of highly diversified raw materials, by measurable stages, into a pre-determined end-product. It is not a realistic model, and could only be operated with a semblance of realism by accepting a level of failure which would have driven any factory to bankruptcy. It is not a realistic model, because if it had achieved the predictable uniformity which it appeared to seek it would have destroyed the inventiveness so essential to the society that it served. It was not a realistic model, above all, because the raw materials that it works with are not merely intractable: they are sentient, and their resistance to processing is a conscious activity, reinforced and compounded by all the emotional complexities of human individuals.

So it is a model in which the basic relationship between teacher and student is one of conflict. At its worst, which is encountered too often, the best that the teacher can hope for is the empty victory of government in a guerilla war -- passive and meaningless compliance during the daylight hours. At best, where humane impulse has transformed the original purpose, it is an unwieldy and frustrating compromise, an uneasy truce.

What, you may well be asking, does this have to do with my assigned topic? The fault for my digression lies with Dr. George Pedersen, who started this train of thought by observing to an audience at the 1973 CEA Convention that in too many cases all that teacher education can do is provide the teacher with some survival techniques. My point is that the student, too, is practising survival strategies. They are opposed to those practised by the teacher, and the encounter between them must therefore end either in the defeat of one of the parties or in an unfruitful stalemate. The problems presented by the encounter, which can very easily become obsessive, are not the problems of education, but of the school. The development of strategies to cope with the problems, which is the anxious concern of most beginning teachers, is not a basic problem of teacher education; but pre-occupation with it, made necessary by our failure to evolve a rational model for compulsory schooling, is a major obstacle in the way of the rationalizing of teacher education. We can hardly hope for the kind of responsiveness, the state of ongoing reform, that I referred to at the outset until we can move the whole operation to a level closer to realism.

Realism and morality -- which do sometimes coincide -- both require that the enforcement of universal entry to schooling be accompanied by the provision, as far as possible, of an equal experience of success. The post-industrial philosophy that is struggling towards definition accommodates such a view of education, along with the inescapable corollary that the measures of success are to be found nowhere but in the potential of the learner. It is a view of education as the encouragement of growth, the development of the competent autonomy of each individual within the constraints of mutual respect and the general good. It is the concept of an open-ended education rather than closed-end instruction, requiring that the characteristics of the learner be seen as determinants of the goals and processes, rather than as impediments to be minimized by skilled teaching techniques. It recognizes that the real outcomes of education are as diverse and unpredictable as humanity itself, and that the illusion of finite goals is an artifice of schooling that is no longer tolerable. It accepts that learning is an integral aspect of living and working, and that provision for organized learning must be a permanent part of real life, not an artificially ordered prerequisite.

It is in that perspective, on that plane, that the school must find the precise definitions of its functions, and must establish a mechanism for continuous review and reform. And it is in the implications of such a design, not in the flawed logic of the present system, that we must find the elements of a rationale for teacher education.

One thing that is immediately obvious is that a self-reforming school system will need to have continuous access to a self-reforming system of teacher education -- a system designed on the premise that teacher education is not an initiatory ordeal but a continuing professional need. Our present preoccupation with preservice education, and the inadequacy of the resources available to the practising teacher, are the measure of our remoteness from reality.

Crucial to the quality of teacher education is the relationship between the institution and the schools. The encounter between teacher and learner in the school is the only reality in education. It cannot be abstracted nor reproduced in another setting, because its elements are complex, elusive and fugitive, and have significance only in the totality of the learning milieu and the teaching process. It cannot be experienced vicariously, but experience of it is the basis of all understanding about teaching.

On the other hand, no system can be improved without observation, analysis and evaluation, and these are functions that cannot be carried out within any system. Between present reality and improvement, too, there is a necessary stage of theory. To observe, to analyse, to formulate theory and to evaluate -- these are proper functions of a university. It is the university, too, that must take the responsibility for the constant philosophical up-dating that will be necessary to keep the school where it belongs -- on the narrow borderline between past and future -- and for developing in the teacher a full awareness of his function and of the significance of his acts.

The bridge between the two is practice teaching, and its importance cannot be over-emphasized. If that bridge is not soundly designed, the reality of the school, if given any attention at all, will be seen by the theoretician as an annoying distraction from the elegance of philosophy, an irritating anomaly; and the student teacher, for his or her part, will tend to regard the theory and philosophy of education as a vain excursion into fantasy. Neither development would be without precedent. Both, in fact, are all too frequent at the present time, for want of a satisfactory bridge. Their consequence is that theory has in general failed to present a strong, consistent or credible challenge to practice, and that most beginning teachers are more concerned with imitating whatever model of dominant behaviour has most impressed them than with understanding the subtleties of the situation in which they are wielding so much more influence than they can suspect or understand.

My title was "The Case for Reform in Teacher Education". I suppose it is time I justified it.

Briefly, then, my case is this.

There is no education except through encounter between a teacher and a learner.

It is the business of schooling to organize that encounter so that the needs of the learner are met to best advantage.

To impose any compulsion is to assume a moral obligation. The moral obligation that we take upon ourselves by imposing compulsory schooling is that of making its benefits equally available to all -- that is to say, of organizing the encounter between learner and teacher, to the best of our ability, so that the needs of each learner determine the goals of the transaction involved, the method by which the goals are pursued, and the outcome of the encounter.

The needs of the learning child are of the utmost complexity, being compounded of factors ranging from the most wholly personal genetic characteristics to the most impersonal elements of the natural, political and economic environment. They are continuously modified by the nature of the child's experience previous to each moment of learning and by changes in the external circumstances. The teacher's competence in the management of the encounter with the learner is by far the most important measure of quality in schooling.

The task of teacher education is the continuous improvement of that competence. This implies the maintenance of a permanent bridge between theory and practice, and of continuous two-way traffic on that bridge. It implies continuous access by the teacher to the supportive resources of the university, commitment of the university to leadership in a permanent activity of improvement of teaching practice, and acceptance of the principle that no activity is justifiable in a teacher education program if it is not related to a rational analysis of the teaching function.

What I have tried to suggest in my remarks to you is that our school systems have not responded to the moral obligation involved in compulsory schooling, but still practise a high degree of artificial and non-rational selectivity, applying arbitrary criteria of behaviour as a substitute for rational evaluation of teaching effectiveness and learning success.

The school tends, still, to concentrate on creating a system of artificial ordeals through which the child must pass to gain credentials for access to adult society, and to impose, once and for all, a label for ease of assessment by others in terms of present social values. This shifts the focus of effort away from the needs of the learner towards the convenience of the adult, assumes that learning is a stage precedent to entry into adult life rather than an integral part of it, congeals the process of goal-formation by assuming the permanence of present structures, conceals from the school its own need for continuous renewal, and condemns it to a mode of reactive, ad hoc adaptation that is achieving little more than a fumbling descent into obsolescence.

Teaching effectiveness, which is presumably the goal of teacher education, is still commonly defined in terms of the behaviour demanded by the artificiality of the school situation. Seen still as the servant of the school, linked to it by a one-way bridge with a non-return turnstile, teacher education is necessarily a process of training which looks more to the convenience of the adult than the needs of the learner, is assumed to be a stage precedent to teaching rather than a permanent aspect of practice, a professional pubescence terminated by certification, and is suspended with the school in an unreal detachment from the moving world. Thus denied the possibility of rationalization, it dwells uneasily in the midst of a potential of diagnostic and prescriptive skill that it cannot exploit, buoying itself with unreal specialization, impossible generalization and trivial scholarship.

Reform must rest on recognition that the needs of the learner represent reality, and that to learn more about them and the ways of meeting them is a life-long obligation of the teacher -- the more so because both they and our understanding of them are in constant change. It must rest on acceptance of the need to build in continuous renewal and reform as an integral part of education -- to move out of the ivy into the action -- and at the same time to involve the resources of the university much more directly in the study and improvement of the teaching-learning transaction.

Commitment to that one principle would be a challenge to the resources of the entire university. Consider, for instance, the enormous implications of the simple statement that the learner needs to be prepared to enter the kind of work for which he is best fitted -- if the statement is taken seriously. How inadequate are our present concepts of vocational guidance and training compared with the coordinated effort of manpower projection studies, work analysis, economic prediction, psychological measurement, sociological research, and so forth that would be needed to support that one function adequately, and the activity of orientation, interpretation, exploration, experimentation and feedback, instruction and evaluation, that would be its counterpart in the school! What kinds of specialization in teaching would correspond to a rational analysis of the teacher functions involved, and what provisions for preliminary teacher education and continuous up-dating would be needed to sustain those specialties?

How inadequate, indeed, are all our pretensions when we give them serious study. Must we, then, dismiss all examination of them with an embarrassed shrug, and admit that we neither believe in the possibility of what we profess nor care deeply about our duplicity?

I hope not. I like to think that we may, rather, hope that teachers and teacher educators will be obstinate in the idealism that is both our weakness and our strength, and will continue to seek mutual reinforcement in the task of changing the school. I like to think that there may yet come a time when there will be neither conscious humour nor unconscious absurdity in picturing the school as the instrument with which we secure control of the moving frontier where past meets future. After all, that frontier zone is where our children live; and if we cannot bring them the guidance they need in its changeful turbulence, the consequence will be a casualty rate that does not bear thinking of.

THE BEHAVIORAL OUTCOMES APPROACH IN TEACHER EDUCATION

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A variety of terms are currently being used to describe a particular approach to teacher education -- behavioral outcomes, competency-based, performance-based. What is a competency-based teacher education program? What is a performance-based teacher education program? Are they one and the same? What are some of the basic components of such a program? What does it seek to achieve? These are but a few of the multitude of questions that come to the mind of the uninitiated enquirer.

It is worthy of note that even at present, as indeed in the past, many teacher education programs "... emphasized evaluating what a teacher does (input), without examining the consequences of that behavior on student learning (output)."[1] It has been suggested that this narrowness of perspective may have been due in part to evaluation concerns and problems in developing appropriate instruments of assessment.[2]

The competency-based or performance-based teacher preparation program is criterion referenced in assessment and evaluative approach. The goals and criteria are specified and made known to the prospective teacher before he embarks upon the program. In selecting the program the learner then acknowledges a degree of accountability on his part. The emphasis is on demonstrated output or product.

However, we are getting ahead of ourselves. Let us return to the initial problem of differentiating terms.

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[1] Stuart Cohen and Richard Hersh. "Mirror, Mirror on the Wall, Am I the Best Teacher of Them All? There is no Substitute for Competence," The Journal of Teacher Education, XXIII (Spring 1972), p. 5.

[2] Ibid.

Stanley Elam notes that some authorities prefer the term "competency-based teacher education" because it suggests a more comprehensive concept than does "performance-based teacher education". He observes that the term "performance-based" tends to emphasize only one of the three criteria that James A. Weber and Wilfred A. Cooper identify in determining teacher competence (the three being: knowledge, performance, and product).[1]

Dorothea A. Coleman in her paper "Development of a Performance-Based Teacher Education Program for Physical Education" writes, "In this paper the term performance refers to cognitive, affective, and psychomotor competencies that the physical educator or coach needs to fulfil the roles characteristic of his level of assignment or certification."[2]

In a survey of the pertinent literature it is readily apparent that definition differentiation does not yet exist. In the interests of semantics please allow us to utilize the term "competency-based" to refer to those types of programs which have been variously referred to as being "performance-based" or "competency-based", recognizing that we do so primarily because it impresses us as being the more comprehensive term of the two.

Basically, the competency-based teacher education program will possess the following fundamental elements:

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the person completing the preparation program [hereinafter called a "student"] are:
    a. derived from explicit conceptions of teacher roles;
    b. stated so as to make possible assessment of a student's behavior in relation to specific competencies;
    c. made public in advance.
2. Criteria for assessing competencies:
    a. are based upon and are in harmony with specified competencies;
    b. make explicit expected levels of mastery under specified conditions;
    c. are made public in advance.

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[1] Stanley Elam. "Performance-Based Teacher Education: What is the State of the Art?," Quest, Monograph XVIII, (June 1972), p. 14.

[2] Dorothea A. Coleman. "Development of a Performance-Based Teacher Education Program for Physical Education," Quest, Monograph XVIII, (June 1972), p. 20.

3. Assessment of the student's competence:

   a. uses his performance as the primary source of evidence;
   b. takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior;
   c. strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.[1]

Analysis of Origin

The recognition of the value and need for increased field experiences for the prospective teacher at all levels of his preparation program has been an instrumental factor in supporting competency-based programs. The neophyte, as a result of such experiences, is better able to identify his deficiencies and is more vocal in requesting aid and opportunity to remove such deficiencies. When these requests are received by faculty members who are flexible, non-threatened, and conversant with the concerns and problems of the field, competency-based programs are likely to be instituted. Sometimes, these programs may even evolve of their own accord in meeting the needs of the aspiring professional.

Recent educational research has made significant contributions to our professional knowledge. This is no more evident than in the area of measurements. Research has also been instrumental in efforts to identify the component skills of teaching. It has made us, as a profession and as individuals, much more sensitive to the very real need for professional self-analysis and self-correction.

The development of microteaching approaches is an important factor in the increase of competency-based teacher preparation programs. The identification of various component skills of teaching and the subsequent development and sophistication of a performance oriented approach to their evaluation proved to many questioning educators that it was indeed possible to quantify end-products in a very fundamental component of the teacher education program.

The greater availability of technological aids such as the compact videotape recording and playback units has facilitated the development and expansion of competency-based programs. Add to this equipment such as film loops, cassette recorders, multimedia units and the like and it is relatively easy to identify technology as a factor assisting the growth and development of competency-based programs.

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[1] Elam, op. cit., p. 15.

The development and sophistication of organizational and instructional approaches such as the various programs of individual instruction, instructional modules and learning packages, behavioral objectives, increased acceptability of criterion-referenced evaluation and grading practices and similar innovations have all contributed to the feasibility of competency-based teacher education programs.

The development and increased acceptance of systems approaches, even by the humanists, has aided the growth of competency-based programs. The cybernetic system with its basic components of input - operations - output - feedback has been extremely supportive to competency-based programs.

Public concern for the quality of education received in relation to the monies being spent for it, combined with a concern for the product that subsequently results, has been fundamental to the rise of the "accountability movement". Accountability concerns have been instrumental in hastening, even insisting upon, the development of competency-based teacher education programs.

Performance-based approaches have been a reaction to the ineffectiveness of the traditional approaches, and to demands for more content which would have immediate use in the classroom. The continual search for a means to relate theory to practice has necessitated the inclusion of an emphasis on the development of skills which if not directly applicable would be more directly transferred to the classroom.

As our colleagues, Milikail and Hutcheon, have stated, the approach in our teacher education programs was mainly intellectual, probably due to the move of teachers' colleges to the universities.[1]

This need has been expressed in a much lengthier field experience. In Saskatchewan, where we have had a semester of internship for all secondary teachers and for some elementary teachers for some time, we have been even more cognizant of the need to develop effective competencies.

With the extended practicum, teachers, who are the major supervisors and evaluators, become aware of the need to work more closely with the university to determine expectations for the student teacher.

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[1] Hutcheon, P.L. and Malikail, J., "'Humanistic' and 'Competency-Based' Teacher Education: Advance or Digression?" Saskatchewan Journal of Educational Research and Development, Vol.4, No.1, (Fall, 1973), p. 14.

Although we are not very far along the path, it is obvious to the two of us that more work in this direction is critical. Our faculty considered this issue an important development and introduced it in the "Report of the Program Development Committee" in July, 1972.[1]

Another origin of this approach is contained in the problem of describing the functions of teacher-aides as part of the instructional team. Ruben Richert, executive assistant with the Saskatchewan Teachers' Federation, has explored the rise of a competency-based approach to differentiate between the role ot the teacher and the role of an aide.

Identification of Resultant Problem

It becomes obvious that as education faces the demand for improved teacher competency we must consider the problems as well as the benefits that may well develop as a result of the implementation of competency-based teacher education programs.

Perhaps the fundamental problem that must be overcome by teacher educators is the identification and subsequent development of appropriate behaviors and behavioral objectives for the program and its various components. This approach requires that teacher educators be able to identify comprehensive program aims, goals, and objectives and to develop a facility for stating these in behavioral terminology.

It is essential that a comprehensive model for competency-based teacher education be formulated. Such a model must be designed so as to facilitate and encourage the development and establishment of such programs.

Identification of the various aspects of teacher competency must occur. Total concurrence is not mandatory, but the general acceptance of basic competency aspects is essential if programs based upon competencies are to gain increased acceptance.

Another problem which confronts the development of competency-based programs is that of specifying teacher competencies. Cooper, Jones, and Weber write, "Specification of teacher competencies is a most crucial aspect of designing a competency-based teacher education program."[2]

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[1] "Report of the Program Development Committee," submitted to the Dean and Faculty of Education, University of Saskatchewan, Regina Campus, July, 1972.

[2] James M. Cooper, Howard L. Jones, and Wilfred A. Weber, "Specifying Teacher Competencies," The Journal of Teacher Education, XXIV (Spring 1973), p. 17.

The evaluation of teacher competencies may well be the most crucial issue of all when the overall success and acceptance of competency-based programs is assessed. Educators realize that the product is of fundamental importance. We must devise operative approaches and strategies for assessment and evaluation.

The development and implementation of a viable teacher preparation program which is effectively integrated with the field and the various personnel affected by the program is an over-riding concern. A further complication to this problem is the recognition of critical sub-problems within the basic challenge. These sub-problems include: How to effectively involve teachers and other affected personnel in program development, implementation, assessment, and revision?; How to facilitate the sharing of program responsibilities?; How to motivate and encourage faculty members to move into the field?; How to successfully meet and overcome the problems that arise related to the role differentiation of involved personnel?

The establishment of valid criteria for evaluating the effectiveness of a competency-based program is of paramount importance. A program based upon performance oriented principles must not only be willing to be evaluated accordingly, but as is the case at present, assume the prime responsibility for the development of those criteria by which the program is to be evaluated.

In developing and implementing a competency-based program we must recognize the danger of minimizing the importance of the affective domain in the teacher preparation program. It is imperative that we do not avoid the inclusion of competencies in those areas that do not readily lend themselves to precise assessment.

Competency-based teacher education programs cannot overlook the implications they present for the future. It will be necessary to identify these implications before their impact is experienced. "After the fact" impact is likely to do more harm to the competency-based movement than can be foreseen at this time. We must identify as many of these implications as possible now -- and even now may be too late in some instances.

All of these problems will require increased efforts, both in studying teacher education and in designing creative solutions to the problems.

Possible Solutions

How to study about teaching and consequently teach will require some approaches which will avoid fractionation of teaching. Although we must address ourselves to the parts, we need to continually see teaching as a whole. Individual competencies must be combined by each teacher and with each of his pupils. This would seem to require a continuous application to the field. A linear approach is not likely to be successful.

The approach which we seem to be developing would assume that many subjects such as foundations need to be taught so that teachers can be educated as well as trained.

Cooper, Jones, and Weber have made an extensive analysis of the problem of specifying teacher competencies. They identify specific issues which must be considered when confronting this problem: "... the bases from which competencies might be specified, the kinds of competencies which might be specified, the persons who might be involved in specifying competencies."[1]

Four fundamental bases are identified from which competencies may be specified: philosophical, empirical, subject matter, and practitioner. They suggest that the philosophical base "... must explicate assumptions and values regarding the nature of man, the purpose of education, and the nature of learning and instruction."[2] Essentially, the empirical base focuses upon the teaching behaviors that are positively related to desired pupil outcomes and this relies heavily upon research findings and the future expansion and development of education-instructional research. The subject matter base is primarily cognitive in nature although specific component teaching skills are sometimes included in this base. The competencies of the practitioner base must be submitted to empirical testing whenever feasible.

Three kinds of teacher competencies are specified, according to Cooper, Jones, and Weber, in a competency-based program:

> "(a) knowledge competencies which specify cognitive understandings the teacher education student is expected to demonstrate, (b) performance competencies which specify teaching behaviors and attitudes the teacher education student is expected to demonstrate, and (c) consequence competencies which specify pupil behaviors that are taken as evidence of the teacher education student's teaching effectiveness. While all three kinds are found in a competency-based program, unlike traditional programs, we believe there should be a major emphasis on performance and consequence competencies."[3]

This emphasizes the vital relationship between teaching effectiveness and pupil growth. Teacher behavior and pupil outcomes are considered to be prime indicators of teaching effectiveness.

Obviously, all affected personnel should be involved in the decision making aspects of the program. The university's teacher education responsibilities must be shared accordingly. However, not everyone is responsible for the same functions.

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[1] *Op. cit.*, p. 16.

[2] *Ibid.*

[3] *Ibid.*, p. 19.

Processes the program might utilize or resources that might be drawn upon in specifying teacher competencies include: inputs from existing teacher preparation programs, inputs from other programs, inputs from students, inputs from school personnel, as well as inputs from researchers.

Evaluation of teacher competencies is presently receiving a great deal of attention from educators and researchers in all levels and areas of education. Microteaching and videotaping procedures have proven to be exceptional aids in meeting the challenge of this problem. The development of objective, valid assessment procedures will be facilitated by the increased attention of educational research in this area. We must guard against the danger of selecting only those competencies that are easy to describe and evaluate. Stanley Elam, regarding this concern, writes "...a special effort will be needed to broaden the concept and to emphasize more divergent, creative, and personal experiences."[1] It does appear that a move toward criterion referenced evaluation and grading will definitely facilitate assessment and recording-reporting of individual progress and achievement.

The development of an integrated program raises a number of concerns which must be met. Role differentiation is likely to create unforeseen or unexpected public relations problems. These problems might be minimized by the development of role functions and guidelines for all involved in the program. Another aspect meriting concern is that of encouraging faculty field and in-service involvement. This could be facilitated by recognizing the vital importance of such activities and incorporating these factors in faculty tenure and promotions considerations. It will be essential that all program personnel be involved in a meaningful manner in program decision making. Nominal involvement will tend to do little more than develop personnel frustration due to perceptions of powerlessness regarding directing the program to take the concerns of that individual or group into consideration. The logical strategy appears to be to decentralize decision making as much as possible and feasible so that all program personnel are provided viable and real input opportunities.

It will be necessary to involve many agencies in the process of determining a revised program. This will include teachers and their organizations. If teachers organizations are to have a real influence, they will have to make resources available for program development.

It appears to us that each province or university will have difficulty in providing the needed resources and some consideration should be given to a national attack on the problem without committing individual institutions to any aspect of the program. We know a number of studies are taking place. The University of Victoria has just recently produced a report. We understand that the University of Brandon and the Manitoba Teachers' Society are currently involved in a study. A very real contribution from such national agencies as Canada Council could be made to studying this issue without interfering in the historical provincial rights in education. Perhaps the Canadian Teachers' Federation is a natural agency to initiate such action.

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[1] _Op. cit._, p. 18.

In conclusion, as Ralph Thompson writes "... say to student teachers: Set your objectives in behavioral terms, identify the resources, spell out the learning experiences, identify teaching strategies, evaluate pupil performance."[1] We demand that the prospective teacher do this for his pupils; today's world is demanding that we do the same for prospective teachers. We must consider the development and implementation of competency-based teacher education programs.

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[1] Ralph H. Thompson. "Where Teacher Education Programs Fail," The Journal of Teacher Education, XXI (Summer 1970), p. 267.

RATIONALES FOR THE INTEGRATION OF THEORY AND PRACTICE

A. The Nova Scotia Teachers College

L. CARLE DUVAL

Introduction

Each important step in life presents its own adjustment problems. So it is with the change from student to teacher that Teachers College students approach. No matter how much self-confidence the teacher-intern can assume, there will be significant adjustments to make after each gets "on the job". The better the preparation the easier will be the transition. It is hoped that tomorrow's teachers will tend to teach partly by the sound principles and practice encountered during their practice teaching as well as by continued professional study and development during their careers.

At Teachers College, the teacher-intern often hears about a hypothetical teacher in a hypothetical classroom. There can be no worthwhile substitute for sound professional laboratory experience in the public schools. Three types of activities are required in the program of practice teaching. These are as follows: (1) observation, (2) participation, and (3) actual teaching.

Much of the success or failure in the training of teachers will depend on the situation provided by the participating schools, the experiences made possible by the cooperating teachers in these schools, and the manner in which the teacher-intern reacts.

During the period of practice teaching, the student ought to be considered an "intern" in the public school system.

Fundamental Assumptions Underlying a Practice Teaching Program

1. Teaching is behaviour, and, as such, is subject to analysis, change, and improvement.
2. Most of the habitual behaviour which individuals have developed in other contexts is inappropriate for the teaching situation.
3. Practice conditions can be established which enable the teacher to learn to control his behaviour.
4. Most beginning teachers operate under conditions of considerable stress.

5. Teaching is an extremely complex kind of behaviour involving the full range of thought processes, communication, and physical action.

6. Teachers, through practice, can learn to analyze, criticize, and control their own teaching behaviour.

7. Practice has the dual purpose of training the trainable and eliminating the unfit.

8. Practice provides the experience which gives meaning to many other aspects of instruction in education.

Objectives

The "internship" including observation, participation and actual teaching should accomplish the following objectives:

A. 1. Becoming sensitive to the intellectual, physical, social and emotional needs of the learner in the classroom.
   2. Learning to establish a stimulating, yet friendly, classroom climate.
   3. Developing interpersonal relationships of such nature that an overall rapport exists between pupils and teacher-interns.
   4. Developing an awareness of and a response to inappropriate classroom behaviour.

B. 1. Becoming familiar with the subject matter which the pupils are learning; discovering related materials and books as supplements to the various concepts.
   2. Observing the methods used by the cooperating teacher and considering what might be added or tried.
   3. Using and practising other methods and techniques which are recognized and have been proven through use.
   4. Learning mechanics of keeping school; streaming of classes, ventilation, cleanliness, blackboard use, attendance records, bulletin boards, audio-visual aids, school regulations, management and control, etc.
   5. Preparing and presenting lessons with assignments.
   6. Becoming acquainted with pupils, learning their names and characteristics as thoroughly as possible. Becoming acquainted with the achievement levels, the attitude, and social backgrounds of the class as individuals.
   7. Preparing tests and examinations; administering tests and examinations; marking quizzes, tests and examinations.
   8. Preparing supplementary aids -- filmstrips, projects, panels, posters, etc.

9. Assisting cooperating teachers with pupils who have individual problems -- diagnostic, remedial, guidance work.
10. Participating in as many aspects of school work as possible. The following are some specific suggestions: assisting with extracurricular activities, supervising the play periods, scrutinizing and evaluating textbooks, attending meetings of teachers' organizations, including the N.S.T.U., and other in-service programs.
11. Becoming acquainted with special services; such as, visual aids, radio, television, Junior Red Cross, Health Services (Nurses), Library Services, school lunch programs.
12. Becoming familiar with forms -- report cards, cumulative records, registers, timetables, forms sent to superintendent.

Classroom Experiences at Teachers College

Classroom experiences are of two basic types:

(a) once per week for a semester
(b) three week block period.

During first year students begin a once-a-week aide program as soon as they arrive on campus. This provides an opportunity for the intern to work with children in a school setting with emphasis on communication between adult and child to help the intern acquire some empathy with kids.

In February of the same academic year a three-week block is done in a school but still on a teacher-aide basis. Students may be involved in assisting with learning activities but do not have sole responsibility for the planning, execution and evaluation of these learning experiences.

In the second year the one day per week per semester program involves direct teaching on the part of the student and is followed by a three-week February block.

In the third year there is a September experience in which the intern works in classroom assisting with all of the "opening procedures". This experience includes attendance with the teachers of pre-opening orientation programs set up by the school system in which they will work for the month of September. In February the intern returns to the same classroom for a second three-week block of teaching. This design is to enable the student to see growth that has taken place during the period between September and February. It provides an opportunity to examine early planning as it relates to pupil progress during the several months of learning activity.

The total program provides an opportunity for interns to grow in their ability to develop learning experiences for children. By the second year both faculty-supervisor and cooperating teacher are beginning to make evaluations of the student as a teacher. In the first year the supervisor's role has little of that of an evaluator in terms of assigning a grade but rather that of helping students grow in their relationship with children.

Classroom experiences are rated as acceptable or unacceptable (pass-fail, rather than A,B,C,D,F) in the second and third years.

Year I -- Limited Participation and three weeks as Teacher Aides (Truro area basically).

Year II -- February: Practice Teaching for three consecutive weeks in Truro area. One session L.P.P.

Year III -- Practice Teaching for two separate sessions, consecutive three-week periods. (Home areas).

Year I - Limited Participation and Three-Week Teacher Aide Session

First-year students will be required to sign up for a limited participation program in either the fall or winter -- for half the year. Half will go out during the first term, and the remaining half will go out during the second term. Teachers in the immediate geographical area of Truro will be invited to request teacher aides. The student participants will be screened by the Faculty Limited Participation Program Co-ordinator and then sent to the school involved for appropriate interview purposes. The normal number of classroom hours will be expected to be in the neighbourhood of 30; the minimum number of hours required will be 20.

All first-year students will also be placed in schools in the Truro area as aides for a three-week period at mid-year. The number of class hours for the two experiences will be approximately 100, and the number of credits will be 3.

Year II - Three-Week Period of Practice Teaching

All second-year students will participate in a three-week session of practice teaching in the schools geographically close to the Truro area. This experience will be scheduled at the end of the first half-year. Second year L.P.P. will involve direct teaching responsibility.

Year III - Third-Year Classroom Experiences

Third-year students will participate in a September and mid-winter session, in the same classroom environment somewhere near their home areas. This will give the teacher candidate the opportunity to assist an experienced classroom teacher open a school year in what can be rather a trying time for the beginning teacher.

When the student returns several months later for his second experience, three weeks at the end of the first semester (winter), he has the opportunity to discover individual pupil growth and development changes as well as individual curriculum progress that has taken place during the time interval. The number of hours spent in the classroom works out to 150; the number of credits allowed will be 3.

RATIONALES FOR THE INTEGRATION OF THEORY AND PRACTICE

B. University of Lethbridge

JOHN PERCEVAULT
Associate Professor of Education

The University of Lethbridge was established in 1967. Basic to its philosophy is the commitment to a four-year liberal arts program. Students' involvement in planning their program, provisions for close contact between student and faculty, and university involvement in the community were other philosophical bases.

The Faculty of Education

The Faculty of Education designed its program to be compatible with the overall philosophy. One evidence was the division of the total program into general and professional education components.

During the first two years of university, the potential teacher is enrolled as a student in the Faculty of Arts and Science, and is advised by that Faculty. It is the student's responsibility to design his program to include a defined major and three introductory social science courses. The student must attain a minimum G.P.A. of 2.00 in twenty semester courses and a minimum G.P.A. of 2.00 in his major.

The Professional Component

During the last two years of the Bachelor of Education program, the student must complete fifteen Education courses and five additional Arts and Science courses, giving a ratio of twenty-five Arts and Science semester courses to fifteen Education courses.

A "normal" program of studies is indicated in Figure 1.

FIGURE 1. Professional Education at the University of Lethbridge

YEAR		
1	First Semester 5 Arts/Science semester courses	Second Semester 5 Arts/Science semester courses
2	Third Semester 5 Arts/Science semester courses	Fourth Semester 5 Arts/Science semester courses a
3	Fifth Semester Education 3160-Initial field experiences 1 Educational foundation 2 Arts/Science electives 1 Educational elective b	Sixth Semester (Professional Semester) Education 3260-Student Teaching Education 3000+-Methods of teaching in one subject Education 3150-Teaching Reading Education 3290-Student Evaluation Education 3180-Interaction laboratory, elements of administration, basic use of media c
4	Seventh Semester 1 Educational foundation 2 Educational electives 2 Arts/Science electives d	Eighth Semester 1 Educational foundation 3 Educational electives 1 Arts/Science elective e

(a) Students may apply for admission to the Faculty of Education.

Requirements:
- i. three introductory social sciences
- ii. G.P.A. of 2.00 in major--minimum of 6 courses but adjusted according to requirements of major
- III. overall G.P.A. of 2.00

(b) Students who plan to be certificated must replace the education elective with a second educational foundation.

(c) Successful completion of the fifth and sixth semesters entitles the student to be certificated.

(d) Students are encouraged to take further field experience courses.

(e) In the future and thereafter, students who entered the teacher education program in September, 1973, must complete the Bachelor of Education requirements to be eligible for certification.

The Field Experience Courses

Education 3160 - Seminar in Teaching

Merrill[1] states criteria for practical experience in the form of questions, "Has the student teacher been given an opportunity to observe children in a school setting? Has he noted different stages of pupil growth and emotional maturity? Has he become familiar with classroom and school routines? Has he learned to associate freely with pupils, teachers, and school officials?"

The initial field experience course at the University of Lethbridge, Education 3160, is designed to provide sixty hours of school contact prior to entrance to the professional semester. Three hours of seminar experience per week are provided on campus. The school experience focuses on observation and limited experience acquired through assisting the teacher. Under the guidance of the classroom teacher, the potential teacher acts as a tutor for individual students or small groups of students and may assume responsibility for teaching an occasional class. The students are encouraged to become familiar with administrative details of the school, facilities, and methods of student and teacher deployment. The potential teacher is also directed to study pupil reaction to various instructional techniques and to develop a case study on a particular student. Students keep a log of their experiences.

The students in Education 3160 have used this course to help themselves and the faculty to determine their suitability for teaching. Of those who have not continued on into the professional semester, approximately ten percent of the students have "self-selected-out" of the potential teaching force. Others have delayed entering the student teaching program until their competency in a subject major has been raised. Another benefit to the student provided through this course is a better basis for selection between elementary and secondary preparation.

The seminar (on campus) meetings allow the student to explore concerns that have arisen through the school-based component. Academic components included familiarization with the provincial curriculum, teaching as a vocation, school organization, and an introduction to observation and analysis schema. Usually the topics are generated from the students' observation within the school. Other activities include peer and micro-teaching. Effective communication is emphasized.

Education 3160 is graded on a "Credit--No Credit" basis.

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[1] Edward C. Merrill, Jr. Professional Student Teaching Programs. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1967, p. 57, 58.

The Professional Semester

The components of the Professional Semester and the interrelation between the components is illustrated in Figure 2.

The semester is divided into two segments repeating the allocation of time shown below.

3 weeks on campus instruction in Education 3000+, 3150, 3180 and 3290

1 week - 3 days school observation
2 days on campus

3 weeks student teaching. Education 3260. Professional courses are suspended during this period.

Students are usually assigned to one cooperating teacher for the three weeks of student teaching. Normally, the student teacher is placed in a different school and at a different grade level during the second student teaching round. The student's preference of school, grade level, and teacher associate are accommodated wherever possible.

Merrill suggests that the "student teacher know where he will student teach at least six or eight weeks in advance of his actual placement."[1] This suggestion is impossible to meet because of time limitations of a semester for instruction and field experience. However, the initial placements are determined by the student teacher, his methods professor and the director of student teaching as early in the semester as is possible. The student is provided with specific information about his assignment, including school, teacher associates, principals, grade level and the teacher associate's teaching assignments. The three days of school observation provide the opportunity to meet the supervising teacher, further determine the teaching assignment, become familiar with the school administration and facilities, gain some knowledge of the students, organize for his instructional responsibilities, and complete school-based assignments in the other course components. Note that this procedure is repeated prior to the second round of student teaching.

Teacher associates (supervising teachers) are selected from those recommended by superintendents and principals. Orientation conferences are arranged by the university to acquaint teacher associates with their roles. Further, many of those selected have completed Education 4260. This course is explained later in this paper.

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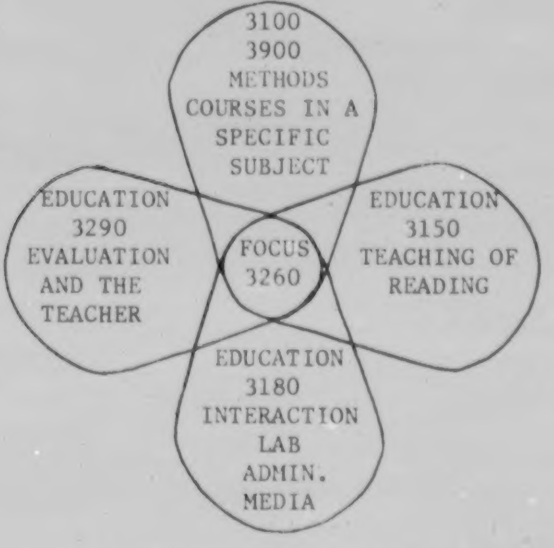
[1] Ibid.

FIGURE 2. Course Components of Professional Semester


3100
3900
METHODS
COURSES IN A
SPECIFIC
SUBJECT
EDUCATION
3290
EVALUATION
AND THE
TEACHER
FOCUS
3260
EDUCATION
3150
TEACHING OF
READING
EDUCATION
3180
INTERACTION
LAB
ADMIN.
MEDIA

FOCUS - Education 3260 - Student Teaching

Calendar Description of Courses

Education 3100-3900 - General Principles of Method
Application to Academic Areas Chosen for
Specialization by Students

Relation of method to objectives of education and objectives of instruction in academic areas. Study is closely integrated with student teaching and internship.

Education 3150 - Teaching of Reading

A course designed to develop an understanding of the reading program and to give an operational grasp of the instructional techniques and procedures.

Education 3290 - Evaluation and the Teacher

Evaluation of student achievement, emphasizing use of effectively stated objectives, data gathering, summarizing and interpreting data, and use of the results to improve curriculum teaching, and guidance.

Education 3180 - Administration in Teaching

The course examines basic administrative responsibilities of the teacher and the administration of schools and school systems. Basic competencies in the use of media are developed. The central focus of the course is to develop inter-personal skills. Interaction Laboratory for Teacher Development prepared by Thiokol Corporation, Ogden, Utah, is used.

In addition to the supervision provided by the teacher associate, methods professors are responsible for the supervision of the student teaching. Other Faculty of Education personnel -- the Director of Student Teaching, other methods professors, and the reading professors -- act as consultants to the student teacher. Students are encouraged to use video-tape as an analysis technique.

The final responsibility for evaluation (grade) in student teaching rests with the Director of Student Teaching. In practice the grade is recommended by the methods professor after consultation with the teacher associates and the student. Students and teacher associates are provided with an evaluation form. (pages 38-39)

Education 3360 - Analysis of Teaching

This course is an elective in the student's program. Students study and practice various schema such as Flanders' Interaction Analysis and Galloway's Non-Verbal Communication Analysis. Data collection is accomplished through video and audio taping. The improvement of questioning is one focus of the course. Analysis of data is completed by the student or cooperatively with the teacher associate or professor. Video tapes of micro-teaching or classroom teaching may also be analyzed by the class. Students are encouraged to concurrently enrol in this class with Education 4160 to provide an increased laboratory experience.

Education 3360 is scheduled for three hours of lecture and three hours of laboratory (school) experience.

Education 4160 - Internship

At present this is an optional course. During the spring or fall semester, students assume full teaching responsibility for one-half day every day during the semester. A further period of internship is provided during May and June. Full-time teaching responsibility is assumed for a period of five weeks.

Students are expected to refine teaching skills, develop units of instruction, analyze and improve their teaching skills, to gain further expertise in analyzing pupils, and, where possible, to become involved in curriculum development.

Education 4260 - Clinical Supervision

This course is an important facet of the total field experience sequence at the University of Lethbridge. It is designed to improve the supervisory techniques of teacher associates. The emphasis is on the supervision cycle which consists of: 1) establishing a relation between the teacher associate and student teacher, 2) mutual data gathering, 3) analysis of the data, and 4) mutual planning of procedures to improve the student teacher's teaching ability.

Education 4360 - Seminar for Beginning Teachers

This course in professional education is designed to meet the specific needs and/or interests of practising teachers. Each seminar participant will be assisted in planning an individualized program of studies focussing on problems or issues of concern to the teacher. Through various types of seminar activity the teacher can expect to receive assistance in coping with the various problems that are identified.

Coordination of Field Experiences

The Faculty of Education, University of Lethbridge, recognizes that the professional education of a teacher is continuous and that the educational program affects many people. The Faculty further recognizes that these people should contribute to the development of the educational program. To meet this dual objective, the Southern Alberta Coordinating Council on Field Experiences was formed.

The Council was formed with representation from: the University, the Alberta Teachers' Association (both local and provincial), the Department of Education, the Alberta School Trustees' Association, and the School Superintendents. The Council is charged with the responsibility of offering suggestions that could improve the field experience sequence.

The Future

The new Alberta legislation will require four years of university education and the possession of a degree before initial certification is granted by the Province. The Faculty of Education, University of Lethbridge, is presently reviewing its program.

Some items under consideration include:

1) the desirability of an initial field experience course in the fourth semester,
2) the desirability of an extended student teaching period of up to twelve weeks during the Professional Semester,
3) the desirability of both urban and rural experience during student teaching,
4) the possibility of a competency-based teacher education program,
5) broadening the selection of methods for primary teachers.

THE UNIVERSITY OF LETHBRIDGE

STUDENT TEACHING FINAL ASSESSMENT

FINAL SEMESTER ____
SPRING SEMESTER ____
YEAR ____

ent Teacher ________________________________ Undergraduate __________ Degree Holder ____
Surname Given Names

Check Program: Elementary ☐ Secondary ☐ Teaching Major ______________________

I. SKILLS AND ATTRIBUTES

	Excellent	Strong	Average	Weak	Incompetent
A. Preparation					
1. Academic Background					
2. Planning ability					
3. Suitability of lesson materials and media					
4. Consistency of preparation					
B. Performance					
1. Effectiveness of Methods					
(a) Motivation of pupils					
(b) Leading discussion					
(c) Skill in questioning					
(d) Handling pupil responses					
(e) Presenting information					
(f) Working with individuals and small groups					
(g) Variety in approach to presentation					
(h) Pacing of Lesson					
(i) Creativity (originality)					
(j) Adaptability					
(k) Closure (culminating, summarizing, concluding activities)					
2. Skill in evaluating pupil learning					
3. Attention to individual differences					
4. Classroom management					
(a) Classroom control					
(b) Handling routines					
(c) Giving directions					
(d) Suitability of physical arrangement of classroom					
C. Personal Attributes					
1. Personal Appearance					
2. Classroom manner (poise, self-control)					
3. Enthusiasm and vitality					
4. Empathy for pupils					
5. Sense of humor					
6. Voice Quality					
7. English usage (grammar, spelling, colloquialisms)					
8. Self-concept					
9. Initiative					
D. Professional Attributes					
1. Dependability and punctuality					
2. Maturity and judgement					
3. Justifiable self-confidence					
4. Self-evaluation					
5. Response to criticism (receives and implements suggestions)					
6. Respect and admiration from pupils					
7. Interpersonal relations with school personnel					

II. GUIDANCE INFORMATION

1. Strongest aspects of student teacher's performance

2. Aspects of the student teacher's performance most in need of improvement

3. General Comments

4. Global Assessment: (Please check one of the following)

- ☐ (1) You predict for him/her outstanding success in teaching and will recommend him/her without reservation for a position in his/her field.
- ☐ (2) You predict better than average success and would recommend him/her for cerfification without reservation.
- ☐ (3) You predict average success and would recommend him/her for certification.
- ☐ (4) You predict that with additional supervised teaching experience he/she may continue to develop into an average or better than average teacher but you would be reluctant to recommend him/her for certification at this time.
- ☐ (5) You predict for him/her below average effectiveness as a teacher and would be unwilling to recommend him/her for further work in any teaching capacity.

____

Signature of University Instructor

RATIONALES FOR THE INTEGRATION OF THEORY AND PRACTICE

C. Queen's University

P.H. HENNESSY

A Change Proposal in Practice Teaching

The proposed modifications in our practice teaching arrangements are in pursuit of two broad objectives:

1. To gain additional benefits from practice teaching at less cost.
2. To develop practice teaching as an essential feature of the in-service training of teachers in eastern Ontario.

Our immediate goals were reached in the summer and fall of 1973:

- to identify 8-10 secondary schools within a 50-mile radius and 15-20 elementary schools within a 15-mile radius whose staffs wished to embark on the new arrangement during the current experimental year.
- to gain the approval and cooperation of the Faculty to proceed.

The Problems

The problems may be considered under two main headings:

I. The Problem in Practice Teaching

The problem that we face in practice teaching is that of maximizing mutual benefits to the cooperating schools and to the Faculty of Education in a time of decreasing budget support. The traditional policy and arrangements seem unlikely to increase benefits either to schools or to the Faculty in a general way. For the great majority of persons concerned, there has been a plateau situation with the following main characteristics:

(a) There have been about 1000 Associate Teachers in 1975 secondary and elementary schools from Bowmanville in the west to Cornwall in the east and Sudbury in the north

(b) the status, authority, and money bestowed on the Associates by the Faculty have resulted in closed channel relationships between the Associates and the related curriculum instructors of the Faculty. The school as a whole has had little if any sense of identity with the Faculty, and the Associates, typically, have had no working relationship with the Faculty as a whole

(c) the student teacher generally has been within the shadow of his Associate; the historic master-apprentice model quite accurately illustrates the relationship. The student teacher must please the Associate in order to get strong documentation for position seeking in the spring

(d) between 400 and 500 student teachers must be placed from 50 to 250 miles away from Kingston at great expense and inconvenience to them and the university (student travel and living costs charged to the Faculty of Education now approximate $100,000 annually)

(e) curriculum instructors have provided nearly all of the supervision and support of students in the field. This far-flung commitment has forced them to travel great distances and visit many students only very briefly or not at all

(f) many student teachers have experienced little continuity from campus training to field practice and back to campus again. A very deliberate effort to this end could have had only moderate success because so many Associates view themselves as virtually autonomous training agents.

Reiterating the opening point, the question was and is how to achieve a working integration of the Faculty and the cooperating schools so that both sides can prosper from the relationship and without large outlays of money.

II. The Problem of the Faculty's In-Service Relationship to the Schools

The problem that we faced in the area of continuing education was somewhat similar to that which we faced in practice teaching in that the mutual benefits to the practitioner in the field and to the Faculty of Education may have reached a kind of plateau under established in-service arrangements. The principal thrust of our continuing education programme to date has been in the direction of certificate courses offered during the summer as an implementation of the Ministry's policy of certificate programme transfer to the various faculties of education. A second area of emphasis has been in the direction of non-credit "workshop-type" programs offered throughout the entire year but, nevertheless, with considerable concentration during the summer months. Post-program evaluations, both formal and informal in nature, have proven beyond any doubt that such workshops are of considerable benefit to the profession. Nevertheless, the tendency has been for the Faculty to develop and present a structure of in-service programs to a fair extent based upon Faculty assumptions concerning the needs of the profession.

In this proposal, we feel that we have a fresh opportunity to find solutions to this problem of perception. If the new arrangement enables a student to go into a school on a continuing basis with a cooperating teacher, we may be able to create a more flexible in-service program based upon needs as perceived by the practitioner himself. This could take our program of in-service training off the present plateau to a higher level of activity.

The Basis for a Research Study

We contended that student teachers in field practice could derive as much or more benefit from the following new arrangements as they do from the conventional practice teaching program:

1. being bused daily to schools up to 60 miles from Kingston;
2. being placed in greater concentration in cooperating schools;
3. doing practice with any willing teacher rather than with Associates; and
4. being supervised and assessed by one or more of a team of visiting Faculty members comprehending several specialties and disciplines.

We also believed that schools could derive greater benefits by having working contacts with a variety of Faculty members supported by much of the non-human resources of the Faculty and by having sustained working relationships with our students.

This point of view was put forward because it was felt that schools would be able to release teachers for periods of time in order that they might take part in professional in-service programs offered by the Faculty and in consultative sessions with Faculty members. Examples of such cooperation could be found in the development and testing of curriculum materials, in the collaboration of teacher, Faculty member and Education student in the initial planning and final development of special units of study, in the planning, building and testing of multi-media materials, and in the shared evaluation of programs.

This viewpoint was also submitted on the assumption that there is a particularly pressing need for the special tailoring and structuring of in-service programs to meet the perceived needs of the teachers. Certainly, the arrangements envisaged in this proposal would help to establish a climate wherein professional development could be taken from the Faculty of Education setting out into the schools themselves. This was a particularly pressing need. It was also suggested that these arrangements would aid immeasurably in the important work of linking the Faculty more closely with the schools in a working relationship.

With such arrangements it seemed that continuing education offerings would assume a much greater flexibility and variety. For instance, we would soon be in a position to move in the direction of the smaller, one-day, consultative-style workshop. The individual Faculty member, having already identified with the teacher the areas of need, could then make the necessary communication with relevant Faculty members in the recruitment and organization of necessary back-up forces. The Office of Continuing Education would act as a facilitating agency in response to the perceived needs of schools as translated by Faculty members. To a fair extent it would be necessary for us to modify the "course-giving" approach and to move steadily toward a more flexible, on-going consultative role for Faculty. Out of this experiment it was important that we create a model which would be in no way threatening either to the Faculty member or to the school.

Finally we anticipated that these wider benefits could be achieved with greatly reduced expenditures of money directly related to practice teaching. First estimates suggested that direct costs of practice teaching could be reduced by 35% to 50% of what we were spending per student teacher (excluding staff salaries).

To test these assumptions and beliefs it has been necessary to set up an experiment in 1973-74, essentially to achieve a cost-benefit analysis of the new arrangement in relation to the current one.

The following questions are some that should be answered in preparation and conduct of the experiment:

1. What is an appropriate number of students to be involved in the pilot program?
2. How should they be identified?
3. What is an optimum distance from Kingston for daily busing of students?
4. What measurements of teaching competence can be taken of the pilot and regular groups of students before and after their practice teaching experiences?
5. How can these measurements be related to expenditures of money by the Faculty?
6. How much apparent short-term loss of benefit from the new arrangement could be justified by over-all cost reductions?
7. How can the staffs of cooperating schools and the Faculty be effectively interrelated?
8. How can some of the professional needs of cooperating school staffs in the Kingston region be served by the Faculty?

9. What longer term objectives for teacher training, both pre-service and in-service, are implicit in the new arrangement for field practice?
10. What additions to the supplies and staff of our Media Services Department and our Library would become necessary to make our non-human resources efficiently accessible to cooperating schools?

The Future

Finding answers to these and other questions will help to validate concepts which have been recently generated within the Faculty. For example, the idea of achieving a specified level of readiness for full scale teaching as a condition of being placed for a block of time in a cooperating school will be explored in concrete ways. Ways of better matching the student teacher with a practice environment most conducive to his growth as teacher and person will be examined. This latter is a critical concern in the minds of cooperating teachers. They express their concern this way, "I'll go along if you can send me my kind of student teacher." Inter-disciplinary staff teaming will be a key feature of the project.

Success with the experimental group of schools will result in a broadening of the number and location of our cooperating schools in 1974-75 such that the traditional arrangement with Associates may be reduced to those in places more than 60 miles from Kingston. They are the Associates in subject areas where there has been a shortage of the kind needed (Theatre Arts, Librarianship, Guidance, Girls Physical and Health Education, Biology, Physics, Man in Society, Technical subjects, Art, Music). Or those traditional arrangements may be abandoned entirely. Most of our students most of the time will be able to go out daily from Kingston for practice and to pursue their work in schools.

It appears that many strands in our program can be drawn together in this effort and for the good of all concerned.

RATIONALES FOR THE INTEGRATION OF THEORY AND PRACTICE

D. Simon Fraser University

D.I. ALLEN

The Professional Development Program at Simon Fraser University is a three-semester program during which students spend approximately six months in school classrooms and six months at the University campus.

Students wishing to teach in elementary schools may enter the program after a minimum of four semesters (two years). Those wishing to teach in secondary schools must complete a degree by the time they finish the program.

In their first semester students are grouped into teams of two, three or four and placed in school classrooms for an initial seven week practicum (Education 401). In the second half of the first semester they return to campus to discuss their experiences, read, and engage in a series of workshops, seminars and presentations (Education 402).

The second semester is a four month practicum in a classroom setting somewhere in the province of British Columbia (Education 405).

In their third semester, normally the summer semester, students select courses offered through the Faculty of Education or elsewhere in the university in order to build on strengths and eliminate deficiencies in their preparation for teaching. Students receive advice and occasionally coercion, but there are no compulsory courses. This segment of the program is referred to as Education 404.

The structure of teacher education programs frequently separates rather than brings together theoretical and practical elements of teaching. Professors strong in theory but far removed from classrooms analyze fundamental issues with impeccable logic and sound scholarship. Teachers in charge of practice teaching and professors teaching methods recommend what "works" and advise against what doesn't. Students who listen to both groups get little real help from either, wait for certification, then learn by trial and error in their own classrooms. There is an underlying but usually unrecognized assumption that students are capable of carrying out the integration that neither the theoreticians nor the practitioners can or will undertake. But the students work from a very weak base, with little theoretical background and no practical experience, and with rare exceptions the assumption is not valid.

An attempt has been made at Simon Fraser to address this problem in a variety of ways and there is some indication of at least minimal success.

The pattern of staffing represents one attempt to bridge the gap between theory and practice. Each year approximately 40 outstanding classroom teachers are appointed as Faculty Associates to supervise practice teaching, conduct seminars and assist professors in arranging workshops on campus and in the schools. Their presence ensures that the advice given to students is practical and relevant and that the professors "keep their feet on the ground". The Faculty Associates work closely with groups of fifteen to twenty students in the first and second semesters and attempt to lead students to deeper insight, building from their knowledge of the experience of the students in classrooms. Working with professors in planning and offering workshops during Education 402, they are able to focus attention on the needs and perceptions of students as they move through the program, in a way that would be very difficult in a program which offered a series of separate courses taught by single individuals. At the same time the dialogue with professors enhances the Faculty Associate's theoretical insight into the tasks of teaching. This, coupled with the opportunity to visit a number of schools and engage in extended dialogue with students and other Faculty Associates, appears to be a very effective form of in-service education for those involved.

A second element is the repeated sequence of practical experience in classrooms followed by periods of study. This is intended to ensure that when theory is discussed it can be immediately related to a common store of experience. We hope that through this procedure theory will extend knowledge gained through practical experience rather than form a set of largely irrelevant and impractical ideas.

Placing students directly in schools without instruction in how to operate there obviously creates some difficulty. The procedure is not quite one of "sink or swim", however. We adopt a number of procedures to help support the students during the initial phase of the program:

a) Students are placed in teams of approximately three so that they can support each other and engage in joint planning and teaching. We ask the sponsor teacher (School Associate) to arrange frequent planning meetings and to involve the Faculty Associate in these whenever possible. Part of the Faculty Associate's responsibility is to ensure that these planning meetings take place regularly.

b) By grouping students rather than placing them in separate schools, we can reduce time spent in travelling. This combined with the fact that the Faculty Associate's sole responsibility is to the students means that the Faculty Associates can spend a lot of time working with the student teachers in their classrooms.

c) Much greater reliance is placed on School Associates than is the case with supervising teachers at most institutions. They are asked to instruct in such areas as methods of teaching, school procedures and methods of planning, to involve students in joint planning and to help students develop initiative and creativity in dealing with problems of teaching. The classroom experiences are seen primarily as developmental experiences during which students learn how to teach, rather than as testing and practice sessions in which they try to apply what has been learned elsewhere and are judged on how well they perform. The campus experiences are intended to build on and extend what has been learned in the schools, and to provide a wide range of options so that students can select what is most appropriate for their development as individual teachers.

d) Help is available at the university through clinics in a number of subject areas for students planning lessons or programs in the schools. These clinics are organized as drop-in centers and provide an opportunity for specific help to supplement that given by Associates in the schools. A learning resources laboratory is also available on campus with curriculum materials and Audio-Visual equipment and supplies. Through this laboratory students receive help and advice in regard to both curriculum materials and the use of media.

e) During the first practicum students leave their schools for a half day each week for a program of seminars and visitations arranged by their Faculty Associates. These meetings provide an opportunity for sharing reflections on classroom experiences. Similar meetings are arranged for students during the second, longer practicum, though on a less systematic basis.

A third method by which we attempt to integrate theory and practice is through a deliberate attempt to practice what we preach in arranging campus programs. This may seem mundane but it is often overlooked. If we expect students to adopt patterns of behavior which differ from those currently in operation in the schools it seems essential that we supply appropriate role models and organize opportunities for our own procedures to be discussed. These attempts complicate our lives considerably, but they appear to pay off, both in direct benefits to the students, and in opportunities for the Faculty Associates to inject ideas and assess and discuss the operation of the program.

These elements are built into the structure of the Professional Development Program and have been in operation for some time. There are in addition a number of procedures which we are experimenting with, or which we have tried experimentally and are trying to adopt on a wider scale:

a) To help focus and structure observations of children in classrooms during the first semester we are working with a Child Observation Study. Students identify a particular child in a classroom and record objective observations over a period of time. These observations are discussed in seminar groups and hypotheses formed about causes of particular dimensions of behavior. The emphasis is on observation and hypothesizing rather than analysis and we are going to considerable trouble to prevent amateur attempts at psychoanalysis and to protect the privacy of the children under observation.

b) Micro-teaching is a fairly well known technique. It seems reasonably effective in developing questioning skills and some other aspects of teaching in small group settings. So far we have not used the technique because of doubts we have about the transferability of skills developed in this way to normal classroom situations. We have preferred and have used a technique known as Guided-Self-Analysis which operates in regular classrooms. Guided-Self-Analysis is a procedure through which teachers code and analyze video or audio-tape recordings of their teaching using schedules to focus attention on particular aspects of teaching such as their use of information, leading or probing questions. The discrepancy between the teachers "ideal" notion of self and his/her actual behavior becomes obvious and the dissonance established provides strong motivation to alter the patterns of behavior. Repeated tapings and analysis by the teacher provide opportunities for the changes to become established. We are now developing materials and a set of procedures through which students can be trained in the use of specific questioning strategies with micro-teaching techniques, and can follow this up in classrooms during the long practicum with Guided-Self-Analysis.

c) During their long practicum students are placed in individual classrooms throughout the province. They are in demand in most districts because of the help they can provide to the teachers and children and because their presence seems to cause teachers to look hard at their own procedures and either rationalize or modify them. The situation works best when teachers and student teachers can work together to revise and improve school programs. The benefit to our students comes not just from participation in the planning process or the specific ideas that are adopted, but also from the role model which a dedicated and thoughtful teacher provides.

We are attempting to support this process by clustering groups of students in particular schools. By doing this we can arrange for Faculty Associates to spend a large proportion of their time in the school working with teachers and students, and the added manpower in the schools can help in the process of curriculum development. Where a large proportion of the staff of a school identify and work together to achieve solutions to common problems the likelihood of lasting change is much greater than if one or two individuals try to innovate without group support.

d) In the eight years since the program began there have been many changes in detailed procedures, but the basic pattern of organization has remained the same. We are now systematically varying certain elements of the program experimentally and attempting to assess the results. We are, for example, establishing external programs in a number of regional centers with Education 401 and Education 402 running concurrently in school districts rather than sequentially in schools and on campus. Partly to support these regional programs and partly to support our campus and in-service programs we are developing multi-media self-instructional packages through the Learning Resources Laboratory. When completed we hope these packages will form an important supplement to the regular campus program and provide an alternate route to the achievement of core program competencies.

ROLES AND RESPONSIBILITIES OF TEACHERS AND THEIR ASSOCIATIONS IN TEACHER EDUCATION

The Rationale for Teacher Participation in the Planning and Design of Teacher Education Programs

NORMAN FERGUSSON
Executive Secretary
Nova Scotia Teachers Union

I have been kindly invited to participate in this program by presenting Phase I of the topic concerning the roles and responsibilities of teachers and their associations in teacher education.

My assignment is to suggest a general rationale for teacher participation in the planning and design of programs.

While being flattered, I wondered why I would be asked to attempt such an assignment, especially when many of you here have written much about teacher education programs, and have a deep grasp of concepts, conceptions and conceptualizations concerning such programs, whatever these terms are supposed to mean.

Upon reflection I wonder if this particular program designer may not have a delicious sense of humour. Rationalization probably is a word not expected to be known in the Atlantic Provinces in general and in Nova Scotia in particular -- at least as far as Ottawa views the Atlantic Provinces, and as far as teacher education structure is reflected from Nova Scotia.

In addition, because I work for a teachers' organization, my time allotment for the assignment had to be meagre at best and hopefully this situation would keep me from saying much of anything.

I confess then my difficulty, and sometimes impatience, with the increasing size of words in education terminology, that I am from the Atlantic coast area, that I did not have much time in which to rediscover the wheel, and that I am not a recognized expert on teacher education.

My apology is over.

I shall make comment about:

(a) The purpose of a teachers' organization, and the aspirations and actions of teachers to date.

(b) Some common, and perhaps not so common, views of the state of teacher education.

(c) Improvement plans to date in teacher education -- to and at teachers.

(d) The why of teacher participation in the improvement of planning and design of programs in the future.

The Role of Teachers' Organizations to Date

Teachers' organizations in Canada traditionally have two general purposes, and these are enshrined in constitution and statute. They must advance the welfare of the teaching profession, and they must advance the cause of education.

The latter intent involves the building of the teaching profession, and the convincing of ourselves and the public that it can be done and that education will be served better by such a development. Much ground has been covered; as you know, some considerable ground remains to be covered.

In Nova Scotia for example, we pressed for the setting up of, and representation on, a Council on Teacher Education, and obtained such a body to advise the Minister in 1954; later we pressed for and obtained the appointment of a Director of Teacher Education. We asked for more courses and a greater variety of course content and we obtained these.

Along with other teacher organizations, however, we did not become militant to "take over" teacher education programs -- perhaps for a number of reasons. First, we had enough to do to teach and to gain some recognition for teaching; secondly, the real experts and brains were in teacher education establishments and these experts of course knew better than we what was good for us; thirdly, we did not have empirical research findings to buttress our conceptualizations and theory building about new programs -- perhaps we did not know what empirical research was, let alone attempt to grapple with something as imposing and esoteric as a conceptualization.

Views on the State of Teacher Education

Research findings apparently are essential and much effort has been made to come up with meaningful applications for teaching and teacher education.

Despite years of research, however, there are doubts that much has been accomplished. Dr. John Macdonald commented a few years ago:

> We know in a scientific sense almost nothing about the teaching process, and personal anecdote is a poor substitute for scientific knowledge.

He went on to make a dastard remark about our "experts" as being "emperors without robes".

More recently, Frederick R. Cyphert, in an analysis of research in teacher education (1972), said that "there is no commonly agreed upon definition of what constitutes research in teacher education", and went on to note that research "in teacher education has had a very limited impact on the education of students".

He states also that changes in teacher education programs over the past decade generally are based on "hunches" and "experience".

So much for research to date. One must not, however, take a defeatist attitude. Since we have discovered that no one of importance apparently knows what teaching is, let alone what good teaching is, there is now considerable agitation to define these terms and measure performances.

Dr. John MacDonald observed at the 1966 CTF Conference that "no new teacher education program should be devised that is not based on a thorough analysis of teaching as a task".

And I remember reading somewhat similar comments from a U.S.S.R. Minister some years earlier.

In an article, in 1972, Tyson and Carroll state:

> We can open the door to new knowledge by accepting the fact that we lack insight into instructional theory, the backbone of teacher education.

These writers not only state that professors of education are not the best teachers in the university, but criticize them for not "systematically engaging in an intense analysis of their teaching", and for not "living increasingly significant professional lives".

The schools, the teachers and now even the teacher educators are subjected to criticism. Once started such criticism may mean that perhaps even the sacred cows of academic freedom, and the superiority of minds at universities, will have a difficult time in maintaining their sacredness.

Improvement to Date -- To and At Teachers

To solve the difficulties, to still the critics, and to satisfy social trends, two groups have rushed into the breach.

The first group I shall generalize as those who have ideas to sell, books to sell, materials to sell, programs to sell. These have been developed from ideas generated by the owners, or adopted from others, and buttressed at times by some form of "research". Many have been funded, or supported from publishing companies.

These activities have of course produced interesting programs for schools and for teacher education programs: open classroom, micro-teaching, programmed instruction, educational television, non-graded schools, year-round schools, team teaching, systems approach, involvement of the community, etc. etc. Each program or idea has its head priests and its missionaries and all of course have seen the light.

Despite some doubts about any one of these ideas being the cure-all for all problems, most people would agree that each probably had something worthwhile to offer.

But remember the November 1972 Ford Foundation report concerning the programs funded by the Foundation. This report dealt with some 25 projects on school innovation programs in 1960-70 and concluded that the failures seem to outweigh the successes.

The second group rushing in to solve our problems meets in an intersection of the professional and the business world, but with a somewhat stronger business connotation. The newest development in this is known as performance-based teacher education or performance-based instruction.

Margaret Lindsay of Columbia University states that PBTE is now a popular slogan serving as both "stimulant" and "irritant". She warns us that a slogan "neither clarifies meanings, explains theory, nor signifies programmatic consequences"; rather it provides "a rallying symbol for an educational movement".

Robert Howsam's comment on PBI and PBTE illustrates the language now used:

> It behooves those who undertake the implementation of PBI and PBTE to look with care at the total system required, to identify the subsystem elements, and to ensure that the critical elements are capable of delivering. Failure to do so risks both the undertaking, and in the larger sense, the movement.

This comment is not from a Cape Canaveral engineer but from an educator.

Despite this space module type comment, Howsam confesses that it is easy to tell someone else how to innovate and notes that "university people love to innovate away from home". He opines that: "university programs are relatively hard to start and even harder to stop. Unless 'killed' by outside authority, courses go on forever".

Bruce Joyce of Columbia University analysed ten independent efforts to apply systematic planning procedures to teacher education programs (sponsored by U.S.O.E.). All these assumed it was possible to define needed teacher competencies in terms of specific behaviours and to match these with specific learning experiences.

He notes that a base is necessary to build an excellent systematic performance model. But he warns that, despite the attempts re competencies "there are still few empirical studies of what teachers do and there is little knowledge about the kinds of procedures that are followed by the most able teachers".

Ah me! is there any out? Well if our own experts cannot satisfy the trends and the common wisdom of our time, no doubt we can persuade our big companies (I.B.M. etc.) to give it a try on their own -- whether by obtaining contracts from school systems or government, or by setting up performance based programs to be operated by teachers in schools, or in schools of education by teacher educators.

A recapitulation to here repeats that teachers, while much concerned, have not much invaded the domain of teacher education, perhaps for a number of reasons:

1) Teachers had enough to do.

2) Teachers did not feel competent when face to face to Ph.D.'s and conceptualizers.

3) Teachers were impressed by the shield of academic freedom, perhaps even more so because teachers had no such shield.

For these and other reasons, teachers expected ideas and programs could be best devised by teacher educators.

Improvements -- With or By Teachers

What now? In a time of involvement, participation, of general agreement that those affected by decisions have a right to participate in them, of militancy, etc., and writings on such matters as climate, morale, involvement, and the autonomous person, one would think that it was unnecessary to talk about a rationale for teacher and/or teacher organization participation in programs to prepare people for the teaching profession.

I shall now refer to a number of comments, naturally ones with which I agree, about the matter of teacher effort and involvement in this business of pre-, post-, and continuous, preparation for teaching.

In an address entitled "Preparing the Teachers We Need", H.T. Coutts quoted Archy MacKinnon as stating that "a combination of theory and practice in teaching should occur in an immediacy of learning".

This suggests that the barriers between schools of education, and schools, must be removed. Teachers have a calling and a commitment to the effort, and teacher educators must decide whether or not they are a part of the large profession of teaching, and colleagues of classroom teachers in planning programs.

A few years ago, Helen Bain, then President of the N.E.A., announced an N.E.A. campaign for self-governance, and stated that teachers cannot, without self-governance, be held accountable.

"Teachers" she said, "constitute the greatest resource of educational expertise in this country. Yet they are often looked upon as hired hands. They are expected to respond like Pavlov dogs to rewards and punishments. As a result, their expertise is denied and the most powerful of human forces -- intrinsic motivation -- is thwarted." Of course, things have improved somewhat since then I hope, and of course Canada need not reflect the United States scene.

In a 1972 article about the reform of teacher education, Roy Edelfelt of N.E.A. staff remarks that at the U.S. Office of Education, educational renewal centers are the new panacea proposed for teacher education. While he believes that all segments of the teaching profession must be involved in planning, carrying out, and evaluating reform in education and teacher education, he notes that there is almost no involvement of teachers in the planning of these renewal centers.

"The issue", he states, "is more than involvement for political purposes, to get input and concurrence so that teacher organizations support rather than resist establishing renewal centers. The issue is also that renewal centers for teachers cannot succeed if they are not by the teacher, of the teacher, and with the teacher. Teachers are tired of being done to, of having innovation imposed, of being led or pushed into in-service training."

A recent UNESCO report states:

> In most schemes devised by innovative theorists, however, the aim appears to act on teachers -- for them possibly, but rarely with them.

And how many of us would agree with a statement made by Joseph Lauwerys in 1971:

> The teaching profession is now mature enough to take into its own hands, as has the medical profession, the control of its affairs and to determine the courses and standards that will allow entry into its ranks.

In reviewing some issues of PDK I found an interesting article by Stephen K. Bailey entitled "Teachers' Centers: A British First". He comments that few "professionals have suffered more painfully or seriously from 'being done to at' than teachers". He speaks of the slew of educational R & D Centers developed in recent years in the U.S. as follows:

> Most of these centers and laboratories have done important work. But the impact of this work upon continuing teacher performance (and pupil performance) in the classroom has been miniscule.

He used the following propositions as a rationale for teacher involvement:

> 1) Fundamental educational reform will come only through those charged with the basic educational responsibility: to wit, the teachers;
>
> 2) Teachers are unlikely to change their ways of doing things just because imperious, theoretical reformers -- whether successions of Rickovers or Illiches or high-powered R & D missionaries from central educational systems -- tell them to shape up;
>
> 3) Teachers will take reform seriously only when they are responsible for defining their own educational problems, delineating their own needs, and receiving help on their own terms and turf.

I say Amen to this program rationale.

There should be no difficulty in agreeing with heavy teacher involvement at least in the area of practice teaching. Many articles and studies attest to the difficulties of "reality shock" as a recent article termed it. Beginning teachers are reported "to feel that much of teacher education was ineffective when they attempted to deal with teaching problems in the field".

In another article concerned with the realities of teacher training, Arnold Gallegos suggests "a program designed around experimental learning opportunities in a real setting" ... which means .... "a shifting of locale for the major portion of training programs from the colleges and universities to the public schools".

He comments that in this ladder program the rate at which a trainee assumes additional and more complex responsibilities based on performance criteria would depend on individual ability; and states that professors and classroom teachers would need to be in agreement on all facets of the training program.

Mr. Richert, of course, will develop the role of teachers in the teaching practice part of the program.

Charlie Ovans in the report of the Quance lectures given in 1972 recounted the experience of the B.C.T.F. in its search for the Holy Grail. An outstanding educator was commissioned to conduct a search and extract the truly significant findings from the many studies on education and organize them into a body of knowledge which would be taught to all teachers in training. The result, he states, was a very useful analysis of the problem, but of course did not offer the solution.

He concluded that "the knowledge teachers need will have to be developed, not discovered or uncovered".

Much is now said about bringing the community in on such planning. We must not only allow, but encourage teachers to participate in these programs. Of course, we need teachers who have both ideas, and the time to participate. And we must remember that teachers are becoming both expert enough and militant enough to say "no" to being "done to at".

I see then the need for a new model, continually adaptable, with continual "input" from teachers. I see a greater collegiality between preparation school staff and school staffs. I see a much more worn pathway between these campuses with more and more time spent by these colleagues in jointly examining the tasks of teaching, participating in them, and evaluating alternatives. I see such teams defining problems, looking at performances, and obtaining answers. I see the need for greater direction by teachers of such programs.

We will develop, I believe, more worthwhile knowledge about teaching and improvement in teaching through this approach in a much shorter time than through development models which usually ignore the reality of the classroom situation, and which ignore the needs and expertise of the teacher as seen by the teacher.

ROLES AND RESPONSIBILITIES OF TEACHERS AND THEIR ASSOCIATIONS IN TEACHER EDUCATION

Selection and Role of Cooperating Teachers

RUBEN RICHERT
Executive Assistant
Saskatchewan Teachers' Federation

This presentation is based on the following assumptions:

(1) Longer continuous periods of practicum as an integral part of all teacher education programs will become common practice.

(2) The cooperating teacher is the critical factor in the practicum, regardless of the role assumed by the colleges.

(3) Teacher associations have a right and responsibility to share in the design of teacher education programs, particularly with respect to the practicum.

It may be trite to say that commitment and ownership come as a result of involvement, but I firmly believe this to be true. Because of this, many of the decisions regarding field experiences of prospective teachers need to be jointly made by a number of agencies, one of which is the College of Education. These should embrace issues such as: criteria for selecting schools and cooperating teachers; selection procedures; role of the cooperating teachers; preparation of cooperating teachers; and evaluation of student teachers. As an example of joint planning and decision making, I want to cite what we have done in Saskatchewan. We initiated what we called joint field experience, or internship committees, for each of our two Colleges or Faculties of Education. These committees have representation from the college, the provincial teachers' organization, the Department of Education, and the provincial trustees organization. Even though we recognize that legally the final responsibility for most of the decisions made might rest with one or the other of the agencies or institutions involved, to this point the decisions of the committees have been accepted by all and acted on. I would strongly recommend some such formal structure for the development and, in certain instances, implementation of policies related to the field experiences component of teacher education. I am not going to deal with the many advantages that accrue from such a procedure, but simply commend it to you.

Turning now to the specific issue of selecting cooperating teachers, there appear to be the following essential steps:

(1) Provision of adequate information with respect to expectations, roles, and criteria. This should include a definition of supervision.

(2) The securing of a pool of teacher volunteers.

(3) Initial screening.

(4) Final selection and matching.

The contact between the colleges and the field most often has been and still is the administration of school systems. This can lead to inadequate involvement of school staffs, and consequently have deleterious effects on the program. I would like to see local teacher associations in cooperation with the administration develop policies and procedures for disseminating information and securing a pool of teacher volunteers. The contact for the college could then be a representative local committee rather than an individual who may be too busy to deal adequately with the task. Whether such a committee should get involved in screening applicants, or whether this should be left to principals, and/or superintendents, doesn't concern me, if the process is understood and accepted by all. The final matching of student teachers and cooperating teachers is probably most appropriately done by the college, but this as well should be open to review and discussion by the committees referred to above. Problems can arise if selection is viewed as merit rating of schools and teachers by the colleges.

Ideally, visitations to schools should be made by college personnel or teams of representative people as part of the process of selection. Such visits would allow for interaction and discussion on purposes and roles before teachers volunteer, as well as giving the visitors some feel for the total environment as a suitable place to place student teachers. The total school atmosphere needs to be supportive to the program, even though I believe it is desirable to place student teachers or interns with a particular teacher.

I am not in favor of setting out rigid criteria for selecting cooperating teachers. Demonstrated teaching competency, the ability to relate to colleagues, and a desire to become involved in professional development programs, are in my opinion adequate guidelines. There is a need to recognize that some errors in selection will be experienced, regardless of the criteria set down, or procedures utilized. Of crucial importance is the need to involve cooperating teachers in seminars or workshops to improve their supervisory skills. If the decision were mine, I would be inclined to make this requirement mandatory. At the risk of offending you by another reference to Saskatchewan, I want to refer to what we have done in this area. The S.T.F. individually and through the Provincial Board of Teacher Education approached the Department of Education for special grants to provide substitutes in order to release teachers and student teachers. The Minister acceded to this request, and the university and the S.T.F. have for the past several years jointly sponsored workshops. The duration has varied from 3 to 4 days with the University and Federation sharing in the leadership and expenses in connection with traveling and accommodation. I might add that the need for training sessions for college personnel is equally as great as for cooperating teachers. I would like to reiterate my firm conviction that teachers and teacher associations locally and provincially need to be involved in and committed to participating as partners in field experience programs.

I indicated earlier that in my view the cooperating teacher is the critical factor, regardless of the role assumed by the college. The role is similar to that of teaching, except in this instance the purpose is to facilitate the student teacher in acquiring adequate and appropriate teaching skills and practices. Since the teacher is responsible for a group of students, there will frequently be tension with respect to the extent to which the student teacher is allowed to pursue goals and objectives that might be in conflict with those of the cooperating teacher. There are limitations, but in the main the practicum should be a learning experience in which the cooperating teacher helps the student teacher to become an autonomous individual, or a rational decision maker. There needs to be a mutual understanding by the student, the cooperating teacher, and the college as to the objectives or desired outcomes of the experiences but the means to achieve these will vary greatly.

In my opinion the role of the cooperating teacher is a supervisory and evaluative one, and that of the college person consultative. Looking at the three people who comprise the team, it is evident to me, that because of the nature of the relationships during the practicum, most decisions have to be made by those in continuous contact, namely the cooperating teacher, and the student teacher.

In my view the goal of both supervision and evaluation is that of facilitating the student teacher's effort at self-improvement. The final evaluation is perhaps different in that it is summative, but it must be based on the total experience. The final evaluation should be primarily the responsibility of the cooperating teacher, but should certainly be made in consultation with all the professional people available, the student teacher, fellow colleagues, principal, superintendent and the college staff.

Adequate supervision demands that the supervisor have certain skills. These could be put into the following categories:

1. Interpersonal relations
2. Supervisory (technique for observing and gathering data
3. Teaching (methods, objectives, strategies)
4. Content specialist.

These skills should be utilized in such a manner as to enable the student teacher to learn from his or her experiences. It is essential that the following be mutually understood and accepted by the teacher and student teacher:

1. Goals or outcomes, long range and immediate, both for the student teacher and the students taught
2. The data to be collected in order to enable a measurement of achievement
3. The methods to be utilized in collection of data.

This data then has to be analyzed, interpreted and used to develop future strategies or re-examine goals or objectives. This kind of procedure has to occur on a continuous basis, and that is my rationale for defining the role of the cooperating teacher as supervisory and evaluative. The college person can provide a wider perspective, and as such needs to be sensitive to the kind of role to be fulfilled in a particular instance. This might well range from that of a consultant or resource person to one of supervisor, depending on circumstances. Ideally it should be the former. I would contend that not enough discussion and thinking has occurred with respect to role clarification.

In our province, and I know this to be true in others, the teachers have taken the position that they should not receive extra remuneration for services rendered as cooperating teachers. I am not going to deal with this question, except to say that there needs to be a professional pay-off for the profession and teachers, and I believe it can be there and is there in programs that are properly implemented. Sufficient time can become a factor and the workload of teachers working with student teachers for lengthy periods of time should be considered in light of this.

I have made no attempt to look in detail at the totality of the experiences the cooperating teachers should expose the student teacher to, but have merely attempted to define major roles.

REACTIONS TO THE TEACHER VIEWPOINTS

Panel Presentation

Chairman: A.H. KINGETT
Executive Director
New Brunswick Teachers' Association

Réplique du professeur de pédagogie

ROBERT MORISSETTE
Professeur
Université du Québec à Montréal

Je dois d'abord dire que je parlerai en mon nom personnel. Vous comprendrez, après la description qu'on a fait des milieux universitaires, qu'il est tout à fait impossible pour une personne de ce milieu de parler au nom de tous: La diversité d'origine, de formation, de travaux de recherches et de programmes des milieux universitaires ne permet pas à un simple professeur d'exprimer un point de vue qui soit le reflet d'un consensus; j'exprimerai donc des vues personnelles.

Lorsque j'ai été invité à participer à ce congrès on m'a demandé, comme à vous tous, ce qu'était, à mon avis, le changement le plus important qui devait se produire dans la formation des maîtres. Et j'ai répondu que le changement le plus nécessaire à la formation des maîtres, c'est l'intégration réelle entre le milieu de travail, je veux dire l'école, et le milieu de formation, l'université; ceci, afin de pouvoir exploiter à son maximum toutes les possibilités du milieu de travail, de lui redonner sa fonction éducative.

Une intégration réelle suppose quoi? Eh bien! elle suppose l'acceptation inconditionnelle des parties. C'est-à-dire que l'école doit accepter les universitaires: étudiants et professeurs; et l'université doit accepter inconditionnellement la partie scolaire. Tant que cette acceptation inconditionnelle ne se fera pas, l'intégration entre les deux ne se fera pas.

Cela suppose évidemment qu'on accepte le stagiaire tel qu'il est, on accepte ses théories qu'on estime parfois idéalistes, on accepte son animateur qui ne s'habille pas toujours comme nous, etc. On accepte tout ça, et, d'autre part, le milieu universitaire accepte l'école telle qu'elle est; accepte l'école avec ses règlements; accepte l'école avec sa clientèle; accepte l'école avec ses maîtres d'application, accepte l'école telle qu'elle se présente dans tel milieu donné.

Pour qu'il y ait une intégration réelle, je pense aussi qu'il faut une durée ou une fréquence de rencontres suffisantes. C'est peut-être ce qui manque le plus dans notre milieu à nous, du milieu francophone montréalais. Quand on constate qu'à l'Université du Québec à Montréal, par exemple, dans la majeure partie des programmes de formation de maîtres, les stages ne représentent que deux ou trois cours sur un ensemble de trente cours, c'est-à-dire 6 à 10%, il faut admettre que c'est bien peu; et, à mon avis, c'est totalement insuffisant pour qu'un stage soit valable et qu'il y ait une intégration réelle.

Pour qu'il y ait une intégration réelle, il faut encore une interaction possible entre les deux milieux. Il faut qu'il y ait échange entre l'université et l'école; entre l'école et l'université. Il faut ce dont Monsieur Richert a parlé tout à l'heure. Il a parlé, entre autres choses, de l'habileté à établir des relations interpersonnelles, de techniques d'observation, de compétence au niveau de la didactique, de la connaissance de la discipline. Moi, je suis d'accord avec tout ça, mais je ne connais pas le surhomme qui réunira toutes ces qualités!

Je veux bien chercher, mais je crains fort d'échouer dans ma recherche. De toute façon, c'est l'idéal, et je suis d'accord avec ça.

Monsieur Richert a aussi parlé de la possibilité de rémunérer les coopérants, les maîtres d'application; voilà une autre chose sur laquelle je suis tout à fait d'accord; que ce soit monétairement ou que ce soit en offrant des cours, mais de toute façon il faut qu'il y ait compensation; à cette condition seulement un travail durable et efficace pourra se faire. Je pense que la formule du bénévolat dans l'enseignement est dépassée et on ne doit plus le demander aux professeurs. J'estime qu'ils en ont fait suffisamment déjà.

Voilà donc mes réactions à la dernière présentation, celle de Monsieur Richert. Quand à mon feedback à l'exposé de Monsieur Fergusson il est un peu différent.

D'abord, la question du vocabulaire. Je vais essayer de ne pas provoquer son impatience en évitant d'utiliser les termes savants de la technologie de l'éducation. C'est vrai que nous avons cette mauvaise habitude de parler dans un jargon universitaire. Je veux bien tâcher de m'améliorer personnellement; je sais que c'est un effort à faire dans les milieux universitaires et j'accepte cette remarque de Monsieur Fergusson.

Plus loin, Monsieur Fergusson nous donne certaines raisons pour lesquelles les associations d'enseignants se sont abstenues d'intervenir dans la formation des maîtres; il en mentionne une en particulier qui est la suivante: "les véritables experts, les grands maîtres étant au service des établissements de formation savaient mieux que nous tous ce qu'il convenait". Je ne suis pas tout à fait d'accord; c'est probablement de l'humour de la part de Monsieur Fergusson. J'estime qu'il y a des bons maîtres à tous les niveaux; quant à moi j'ai l'impression que les meilleurs maîtres sont au niveau élémentaire.

L'exposé de Monsieur Fergusson contient aussi une critique assez sévère des programmes que les universités offrent aux étudiants-maîtres. Encore une fois, je ne saurais parler au nom des autres universités, mais quant à l'Université du Québec, eh bien, nos programmes nous les élaborons en collaboration avec les étudiants et avec le milieu, dans le cadre des modules. C'est ce groupe de personnes composé de représentants du monde du travail, des étudiants et des professeurs qui composent le programme. Alors il ne faudrait plus, dans le cas de l'Université du Québec à tout le moins, critiquer nos programmes; si les gens trouvent qu'ils ne sont pas à point, ils ont les structures de participation nécessaires pour les modifier.

Monsieur Fergusson a également parlé de la recherche; à ce propos, il a mentionné le fait suivant: "on ne sait pas encore ce que c'est que l'enseignement; on ne sait pas encore ce que c'est qu'on bon enseignant"; mais il nous dit plus loin que nous, les professeurs des départements des sciences de l'éducation, nous ne sommes pas de bons professeurs. Si on ne sait pas ce que c'est que l'enseignement, et si on ignore tout autant ce que c'est qu'un bon professeur, moi je refuse d'être qualifié de mauvais professeur. Qu'on me dise en quoi consiste un bon professeur et un bon enseignement, qu'on me permette de m'évaluer objectivement et j'accepterai le verdict.

On a également reproché aux professeurs de l'université de ne pas analyser suffisamment leur enseignement. C'est peut-être vrai, mais il faut bien admettre que les systèmes d'analyse d'enseignement objectifs, scientifiques, sont rares; qu'il n'en existe que depuis une quinzaine d'années au plus; avant ça nous avions bien des échelles d'évaluations, des tests, mais ces instruments étaient-ils bien objectifs? Ca, c'est une autre chose! Quant à moi, puisque je parle toujours à mon nom personnel, je travaille depuis un an sur un système d'auto-analyse d'enseignement, et j'ai bien l'intention d'initier mes stagiaires à cet instrument d'évaluation. Ce système a fait l'objet d'une thèse de doctorat et présente les meilleurs garanties de validité et de fiabilité. C'est un système très objectif qui analyse les méthodes, les objectifs et l'expression de l'enseignant. S'il faut admettre que de façon générale l'analyse de l'enseignement est peu répandue, il faut reconnaître qu'il s'agit là d'une technologie récente et que de plus en plus les milieux universitaires l'utilise.

On a parlé également des marchands de matériel didactique; c'est un fait, il y a des marchands, et il arrive que nous les encourageons. J'accepte ce blâme, mais je pense aussi que dans l'ensemble de ce matériel et de ces méthodes nouvelles il y en a qui ont de la valeur et c'est petit à petit qu'on arrivera quand même à obtenir des instruments de travail qui seront suffisamment objectifs et scientifiques. Aucune de ces formules ne se présente comme "la" solution aux problèmes pédagogiques, mais bien plutôt comme un élément de solution parmi d'autres, et qu'on se doit de mettre à l'épreuve.

Monsieur Fergusson a aussi mentionné: "que rares sont les professionnels que l'on a leurrés de façon aussi blessante et sérieuse que les enseignants!" Je suis de son avis, mais alors il reste une chose à faire: c'est que les enseignants doivent dire, demander, crier leurs besoins. Vous savez, les enfants, les bébés naissants, s'ils ne pouvaient crier, si chacun de nous, lorsque nous étions des bébés nous n'avions pu crier nos besoins, il est fort probable que nous ne serions pas ici aujourd'hui. C'est parce que nous avons d'abord crié de toute la force de nos poumons que nous avons pu attirer l'attention et obtenir les soins qui nous convenaient. Je pense qu'il en est de même des professeurs. C'est vrai qu'on les a maltraités. S'ils veulent une amélioration de leur part, eh bien il faut qu'ils crient leur besoin.

Pour terminer, la réforme de l'enseignement uniquement par les enseignants, je n'y crois pas. La réforme de l'enseignement uniquement par les universitaires, je n'y crois pas davantage. Je pense plutôt qu'il existe un besoin objectif d'une activité permettant de combler ce hiatus entre la formation théorique et l'épreuve de la classe, d'une activité qui mette en symbiose les énergies des élèves-professeurs, des formateurs et des professeurs de pédagogie. Cette activité qui devrait permettre au débutant une pratique réelle et une formation systématique, c'est à mon avis par un stage bien intégré qu'on y parviendra; c'est là ma conception d'un stage de haute qualité. Voilà mes observations et remarques, mon feedback, comme professeur d'un département des sciences de l'éducation, aux exposés de ce matin.

The Student Teacher's Response

JANE BOHME
University of Calgary

I'd like to begin by explaining that the response that I am going to give is not entirely my own. It is actually a result of the discussions that some of the student teachers have had in the last two days. We looked at the papers quite carefully, as they concern us most directly, and we really find nothing that we can attack, nothing to disagree with. But we do have some brief comments to make.

To start with Mr. Fergusson's paper, the rationale for teacher involvement in the planning and design of the teacher education program as he presented it was very clear. The teachers, we agree, do make up the largest reservoir of educational experience and ideas, and we do feel that perhaps the teachers' organizations are mature enough now that they will be able to tap the reservoir that they have made up. We feel that it is fundamental that avenues of communication between the faculty, the school and the student teacher be improved considerably. This continuous flow between the concerned parties will force the faculties of education out of their rigid programming as it is now. Hopefully the end result of this flow of communication will be closer interaction and a better quality of teachers coming from the faculties of education and going into the schools. This benefit would of course accrue to the students and, as far as the teachers' associations go, would fulfill their second objective of building the teaching profession.

About the education faculties, another point, especially about professors: because of the association of the education faculties with universities, professors tend to be more university oriented than high school oriented or elementary school oriented, and we feel that, as mentioned by Mr. Burgess and Dr. Allan yesterday, regarding McGill and Simon Fraser, fifty per cent of the students' time is spent in the schools, with the result that the faculty advisors have to get out into the schools too. This brings the professors closer to reality, closer to the school situation -- they are brought out of the ivory towers on the campuses, and into the real teaching situations. At the same time, they can provide the needed in-service training for some of the teachers in the schools -- the cooperating teachers. This will also allow some of the new theories that universities now come up with to be tried out in practical school situations. One more point on this paper -- we feel that continuous evaluation of the practicum by the students themselves in the teaching experience should be made and that the comments that the students make should be used when faculties set up new programs and new practicums, as it is our experience.

Mr. Richert's paper on the selection and role of cooperating teachers -- we agreed with his basic assumptions for the presentation. Longer continuous periods of practicum are being, or have been already, requested by provincial governments. There is no doubt that they have to come in. The cooperating teacher is certainly, from the student's point of view, a most critical factor, and both papers have indicated that teachers' associations do have a commitment in the design of the teacher education program. We feel that it is essential that cooperating teachers and student teachers thoroughly understand the guidelines that the university has brought up, that they truly understand what their roles are. One point that is made clear in this paper is that two principal roles of the associate or cooperating teacher are evaluation and supervision.

Student teachers generally consider that at present the supervisory functions are being largely ignored in favour of evaluation. In any practicum to be established, the supervisory role should be emphasized to reattain a proper balance between the two. This would be one of the functions of the joint group that was described by Mr. Richert in his paper. The increased accent on supervision might also be accomplished through the workshops that Mr. Richert has suggested, established for the cooperating teachers. The major purpose of in-training education by associate teachers should be to help the student teacher develop his or her teaching methods and techniques, and not to have the student teacher living in constant fear of his or her final evaluation.

One suggestion that we would like to make that might aid the student teacher would be a period during the practicum that involved both observation and participation, but which did not involve any sort of formal evaluation at the end, just for part of the practicum. Basically, then, the ideas presented in both the papers -- increased involvement in the teacher education program, Mr. Fergusson's paper, and Mr. Richert's outline for the role and selection of cooperating teachers -- are welcome from the students' point of view. We hope that the delegates to this conference will be prepared to commit themselves to including these proposals when designing their own practicums, both at this conference and when they go home to their own education faculty.

The Department of Education's Response

ROYDEN LEE
Director of Teacher Certification
Manitoba Department of Education

Mr. Chairman, ladies and gentlemen, when Geraldine asked me to reply on behalf of the Department of Education, I indicated to her that this was an extremely difficult thing to do, because I don't think there is any greater diversity of opinion in any body than there is in a department of education, at least in ours. Now, if I respond on behalf of the Minister, I must first consider the date of the next election. If it is to be held in the immediate future, I can assure you that I agree wholeheartedly with everything that has been said. Teacher education, and in particular the practice teaching aspect of it, is high on our list of priorities. Fundamental to the improvement of the education of our boys and girls is the raising of teacher training standards.

However, if the next election is of less immediate concern, I must tell you that there are a multitude of problems which beset the educational system, one, of course, being teacher education. In addition to teacher education, however, we must make certain that all students in this province have equally good educational facilities. It must not be forgotten that the lavatories in Silver

Creek Elementary School are not up to standard and they must be made equal to those in our urban centres. My advisors, moreover, have told me that the CBC has already got wind of the situation.

If I am to respond on behalf of the establishment in the department of education, I must advise you that there are many lessons to be learned from the past. Let us not forget that our normal schools produced flexible teachers who went into the far reaches of our province and, with amazing success, taught all subjects to all grades. With a minimum of supervision during practice teaching they learned by the best method of all -- trial and error -- what was good for students and what was not. Times, of course, have changed, and indeed we must change as well, but let such change occur through evolution, not revolution.

If I am to respond on behalf of the many who have joined the department of education in the past few years, I must say that this conference must be a stepping stone into the future. The practicum is all important. Traditional courses and methods, administration and history and philosophy of education, have done nothing in the past to create the humaneness and social consciousness demanded of teachers in today's schools. If there is a need to certify teachers at all, it should only follow after extended practice teaching, an apprenticeship ~~if~~ you will, and only after an evaluation of the teacher during that period has proved conclusively that he or she has demonstrated a desire to cure all the ills of society. You see my dilemma, Mr. Chairman.

And so, if I may, I will attempt to respond on my own behalf which, I expect, will be coloured by some of the things that do happen in a department of education.

First I must agree with Mr. Fergusson -- teachers have not been militant as far as teacher education is concerned, and possibly for very good reasons. However, with the increasing pressures, emanating to a degree from the United States, in such forms as performance-based teacher education, accountability, and sometimes from our new appointees to the department of education, teachers must actively engage in improvement of all facets of teacher education. The alternative is to have the initiative taken by the well meaning, but often incompetent, with unhappy results for both the teacher and teacher educator.

Secondly, until that rather unlikely time when the teaching process has been defined and all teaching acts catalogued and computerized, I suggest that our best source of knowledge about what constitutes good teaching may indeed reside in the hunches and experiences of respected teachers. Let us make more use of such knowledge until something better comes along.

Thirdly, I might say that I share some of the seeming skepticism of Mr. Fergusson regarding the panaceas in teacher education offered by publishing companies and by business-oriented individuals who believe that all qualities of human behavior can be listed and evaluated on some kind of balance sheet. However, teaching should always contain the elements of change and exploration. Today we cannot blame geography and inadequate communication for lack of progress. We must actively engage in the study of what thoughtful persons in education are saying elsewhere. But more importantly, we must be more aggressive in formulating and testing the good ideas which originate within our own country.

One further point -- if this new model which Mr. Fergusson envisages, this greater collegiality between teachers and teacher education is to come into being, much of the impetus for its creation must come from teachers unless we somehow witness the unlikely phenomenon of top priority being given to teacher education by universities and by departments of education alike.

Just two brief comments on Mr. Richert's paper: First, on the suggestion that cooperating teachers should be selected from a pool of volunteers -- I cannot help but wonder as to the practicality of such a suggestion. Some teachers whom I know would undoubtedly say that such a system would work only in Saskatchewan, where masochistic tendencies seem to be engendered by the severity of the climate. I understand that Saskatchewan had more volunteers per unit of population during the last war than any other Canadian province. In addition, I might point out that it is my conviction that all teachers as professionals should have an obligation, and an opportunity, to assist those who enter the profession. With a volunteer system, moreover, it is possible that those selected might be competent mainly in one area, and that is vocal expression. I wonder, too, whether the logistics involved in the placement of teachers in the larger urban areas would permit a volunteer system. In the city of Winnipeg approximately one teacher in every six would have to volunteer, and teaching areas of the volunteered would have to match the interests of the trainees, and this is a somewhat unlikely situation. I rather think that a voluntary system would have to be accompanied either by a reward or by gentle persuasion.

Finally, it appears to me that Mr. Richert, in relegating the role of the college person to that of consultant, does so on the basis of past performance. Faculty of education personnel, often because of budget and consequent staffing restrictions, just have not had the time to do the necessary evaluation of student teaching performance. I believe that provision must be made for professors of education to be more constantly in schools, not only to support the student and the cooperating teacher, but also to provide considerable personal input into the final evaluation. If this is not done, evaluation can be based on a heritage of errors.

BEYOND THE PRACTICUM: THE TRANSITION PERIOD OF THE BEGINNING TEACHER

Panel Presentation

Chairman: DR. NORMA MICKELSON
Associate Dean of Education
University of Victoria

The topic under discussion this afternoon is "Beyond the Practicum: The Transition Period of the Beginning Teacher". The panel members are agreed that this is a matter to which educators should pay some concern. We are agreed also that it will probably be necessary, if we can define the problem, to seek solutions in a multiplicity of ways, with various agencies -- trustees, teachers, and faculties of education, to name but three. We do not necessarily, however, agree as to what the answers to this transition year might be. Nor indeed do we know what all the critical problems are. It is our intention to present three points of view, to enunciate some of the difficulties as we see them from our particular perspective and to discuss them, as time allows.

The University View

DR. NORMA MICKELSON

One difficulty with being placed toward the end of a conference program is that you begin to feel that it's all been said before. On the other hand, you do have the opportunity of synthesizing and at least suggesting where some common stands might be. When one looks into the literature on teacher education, one draws several conclusions rather quickly. Firstly, as we have heard throughout this conference, there is very little empirical data from which one can draw conclusions with any degree of confidence. In fact, as Dreeben has noted, in the *Second Handbook of Research on Teaching*, the occupation of teaching has no counterpart to the scholarly research tradition of a profession such as medicine, nor of a written tradition of work such as in law which establishes the cumulative development of a body of knowledge about the profession that can be disseminated for the enhancement of its members. A complicating factor is that what little research is done is carried out by academics, often without the direct participatory involvement of teachers. Furthermore, it is published in scholarly journals, with the result that teachers tend not even to be consumers of the product.

A second conclusion that one draws very early in any perusal of the literature is that much of what is recommended is a matter of opinion, and again, as we heard yesterday, in a quote from John Macdonald, "Personal anecdote is a poor substitute for scientific knowledge". Peck and Tucker, last year, made reference to the "lack of systematization", and unclear objectives with respect to teacher education and they commented on the "romanticized notions of the worth of generalized practica". They suggest that these fall far short of being an adequate foundation for any teacher education program.

On the other hand, there is some empirical work, both in education and in other disciplines, such as psychology, and there does appear to be a growing body of descriptive data which may well be generalizable beyond the specific rationale in which it is set. Within this context, certain trends appear evident. They appear far too often to be idiosyncratic, and as a cumulative body of information merit some attention. At least they should provide a basis for future endeavours. Among these the following emerge.

There appears to be a felt need for longer periods of time in which the trainee is directly involved in the role to be learned. Unfortunately, there often seems to be the naive assumption that "more is better". If one looks at the literature in modelling behavior, of course, there is extreme doubt as to the validity of this assumption, unless the model being followed is congruent with the stated objectives for the longer practicum period. Let me cite you an example from my own discipline.

It is of little use to offer the students courses in the nature and the processes involved in reading -- a knowledge level type of activity -- which however well learned must be translated into actual classroom practice. Even if we take that step, however, and enable the student to develop a repertoire of practices, consonant with an acceptable theoretical model, it is still of little use if the student is in a classroom where what is called "reading" is taught from a series of uninteresting developmental tests, with companion workbooks and a never-ending stream of "new vocabulary to be arranged alphabetically"; where ten comprehension questions are to be answered methodically and neatly, day after day; where children are placed very early into three groups -- the robins, the bluebirds and the buzzards (Everybody knows, including the children, from day one, who the buzzards are); and finally, where children read orally around the circle in turn, with one youngster reading and all of the rest looking on.

A student teacher placed in this situation, I submit, would not be helped, but harmed, and indeed I would repeat, more is not necessarily better. It's what happens within that practicum period that is important, and it is to this that we must give our attention. As we have heard, however, already at this conference, reality cannot be abstracted from its context. As Norm Coble has noted, reality *cannot be experienced vicariously*, and while it is in recognition of this reality component that faculties of education appear to be responding in providing longer periods of field experiences, the increased time sequences are not ends in themselves. They are means whereby desired ends can be accomplished.

We have not yet resolved the problem of whether the practica should be massed or distributed, and we appear reluctant to accept the fact that this is one area in which there are some empirical data. We have no clear idea as to what the optimum period of the practicum is -- ten weeks, fourteen weeks, sixteen weeks, fifty-two weeks. In another vein, there is growing evidence that direct performance feedback offers a direction in which training programs might profitably move in providing enhanced practicum experiences. Some of the research and development work being done in the areas of guided self-analysis, interaction analysis, and microteaching, to name only three, is encouraging.

It is always interesting, of course, to listen to discussions of competencies teachers-in-training should master. One rarely, however, hears similar discussions about the performance criteria for members of faculties of education, nor indeed for supervising, sponsor or associate teachers, whatever you care to call them. In fact, so often, both in faculties of education and in the classroom, the exercise becomes one of "Do as I say, not as I do". If faculty members believe that the learning of young children is enhanced by self-initiation, self-direction and active involvement, then perhaps in our teacher education programs we should do more to provide these kinds of models.

One of the truisms that we have all heard enunciated on many different occasions is that learning is a continuous process, and that teacher education neither begins nor ends in faculties of education. Dan Birch, for example, states in a paper on teacher education in British Columbia that "The prospective teacher enters teacher education when he enters kindergarten, and much of his experience in the next twelve to twenty years contributes to his expectations about the way teachers and students ought to behave." I would suggest to you that in the preparation of teachers we have placed far too much emphasis on the pre-service, on-campus component of teacher education, and that, in fact, we need to look at at least four different phases in the growth and development of a teacher.

First, the pre-preparatory experiences, usually ranging from twelve to fifteen years, constitute a very effective modelling learning period in which the trainee has had his concept of a teacher well codified -- a concept to which he will return, incidentally, under stress. It is naive, to say the least, to expect seminars in educational methodology in a preparatory program to change this!

A second phase in the growth and development of a teacher is pre-service education, more commonly called teacher training, a concern to which many of us have devoted enormous amounts of time and energy, and one of the reasons why we are here this week.

Thirdly, then, there is the transition period, a time when the student is suddenly the teacher, and the period which constitutes a gap in our educational process. Kevin Ryan, in a thoughtful article on teacher preparation, calls this period one of "transition trauma".

Finally, there is in-service or continuing education, an aspect of teacher education about which there is also emerging concern. One does not need to stress the need for continuing education in today's rapid acceleration of change. The need is self evident.

It is to the third phase of teacher preparation, the transition period, that we would like to return for discussions today. And I would like to quote briefly from Ryan's article, because he enunciates very clearly what I would like to say:

> The method we have developed to introduce newly certified teachers into the profession is an ineffective one. Simply stated, they are confronted with too much too quickly. Because of the nature of pre-service teaching, most teachers begin their first teaching assignment both undertrained and unaware. They have observed fifty or sixty different teachers in their lives. They are "experts" on schools and students. They have many perceptions of teachers, but they lack real experience at being a teacher. Although student teaching helps, it is too short, and too sheltered. The new teacher enters his first classroom alone, and with no real support in taking over a very confusing and demanding set of roles. A strange new job and relating to people in a new and different way is exhausting and, not infrequently, disorienting. The beginner is confronted with many problems. He thinks he will be warmly received into the bosom of the professional community by his teacher-peers, and finds them aloof and, sometimes, suspicious. He thinks he knows what good teaching is and imagines he can be a "good teacher", but soon finds it is complex and illusive.

From my own perspective as a member of a faculty of education, I would like to add briefly to the descriptive data available with respect to this transition period of the beginning teacher. I am this year working with a group of twelve first year teachers, and in documenting their progress am finding support for the little that is reported in the literature.

Based on an N of twelve, I make the following observations:

Beginning teachers appear to feel very much alone. They are unclear as to whom to go to for help. The principal and the supervisor are attempting to be both the support agent which they would like to be, and the evaluator which they must be, and I have serious concern about the role conflict here. The cognitive and affective dissonance is sometimes very high indeed. In any case, there is an understandable reluctance for the beginner to admit the need for help, even to fellow teachers, let alone to supervisory personnel or the principal. It is much easier to close the door and hope you can try to keep the place quiet!

Beginning teachers are tired -- exhausted most of the time. There is just "too much all at once" and they tend to revert to that model of the teacher with which they are most familiar. Any hope that these young people will act as innovators or provide a breath of fresh air to a faculty in need of a new perspective was naive to begin with and would appear to have very little chance of being realized. In only one of the twelve classes in which I am involved this year is anything other than the normative didactic pattern being followed.

First-year teachers appear to have great difficulty bridging the gap between theory and practice. My own research in a three-year curriculum study in a school setting was congruent with much of the reported data. Knowledge about a field in no way guarantees that teachers can operationalize that knowledge, or put into actual classroom practice that which they can verbalize.

Beginning teachers are often confused. They think they like children, they have idealistic notions about helping children learn, and about how children will respond. They get very discouraged, however, and disenchantment is noticeable.

First-year teachers are disillusioned with their professors, who have not prepared them for "the way it is". They also have concerns about their fellow teachers, whose staffroom conversation is often hurtful, and whose attitude is often less than helpful. They are disillusioned, too, about their principals and their superintendents who have placed them in large classes, sometimes in extremely difficult situations, without any consultation, usually a letter in the mail, and with very little apparent consideration for their degree of competence. In British Columbia, for example, over seventy per cent of the secondary teachers are teaching something outside their particular area of expertise.

From my perspective, then, it seems necessary to consider the problems of transition into the profession. I would like to suggest six possible ways of proceeding.

Probably the most important step will be to recognize where we are, without defensiveness, and to engage in active dialogue with all the involved agencies. In British Columbia I am happy to say that this is occurring. The Joint Board of Teacher Education has already established a sub-committee to consider the problem of entry into the profession, and the universities are actively engaged in discussions with each other, with the British Columbia Teachers' Federation and with school district personnel.

Secondly, the rigid lines of pre-service/in-service education will have to disappear. Concomitantly, there will need to be increasing involvement of faculties of education in the in-service component of teacher education and of the teaching profession in the pre-service component.

Thirdly, there may well be the need, as Geraldine Channon has noted, for re-designing teacher education, so that faculties of education become lifelong resource centres for teachers. The James Report suggests this, making reference to continuing resource needs of teachers in the field, which could well be satisfied by faculties of education.

Fourthly, faculties of education will have to show much more initiative in cooperating with teachers to solve problems in applied research. But teachers will need to face the need for such research, particularly if curriculum decision-making continues to be decentralized. The data base upon which we are currently operating is woefully inadequate and must be improved, and faculties of education need to provide leadership in this area.

Fifthly, it may be necessary to rethink our time sequences. I am not at all sure that a four- or five-year period, equated with a baccalaureate degree plus or including a year of professional training, is much more than a well-established tradition borrowed from faculties of Arts and Science. Perhaps the model no longer satisfies the needs of teacher education.

Finally, ways need to be found to offer more effective support for the beginning teacher during this transition year in which it is hoped that the student will become a fully independent and successful teacher. It seems that what is needed from faculties of education in providing solid entry into the profession is imaginative participation with teachers and school trustees in providing a program of transition into the profession. I know I speak for all the universities in British Columbia when I offer the cooperation of faculties of education in this endeavour and I would be surprised, in fact, if I could not offer the same cooperation from all Canadian universities and from all the agencies which are concerned with teacher education.

I leave it to my colleagues to suggest specific ways in which the administration and the profession can assist in making this transition period into the profession for the beginning teacher a successful one.

The Trustee View

DR. PETER BULLEN
Chairman, Vancouver School Board

I guess I feel a little bit like the first-year teacher. My pre-service training here consists of a series of notes, getting more and more precise, from Geraldine Channon, which, when I come to the reality of the situation seem, to me anyway, to bear very little resemblance to reality. I am therefore, as was suggested here, going to fall back on reality, and fall back on the lesson that I have prepared, rather than on the lesson that I am expected to give.

I hope that what I say is relevant to the whole proceedings; with less chance, though, of being exactly relevant to the title this afternoon. I think, as the only trustee present, (there may be others, but I haven't met any, although there are representatives from trustees' associations) but the only trustee that I know, that I have a very strong urge, which I am keeping under control, that being up here I should seize the opportunity to give the trustee view on the whole subject of teacher education. I am tempted to do this even more because, if I understood Robert Morissette yesterday, he said that school boards in this area should be relegated to the role of supplying money. This is a point of view with which I couldn't disagree more. For me, the employer is an essential partner in teacher training, not one who will tell the universities how to do their job, or whoever we agree will do that job, but certainly one who will tell them what job should be done. This is society's decision as to what kind of teachers they want, and this should be told to the teacher training institutions. And they should also be prepared to tell the institutions whether they are doing their job properly or not. This seems to me an essential role of the public and the public in this case is the employer -- they are represented by school boards.

As a trustee who for some time tried to move the school system which I was involved with to take up the moral challenge of compulsory education mentioned by Norman Goble, only to find that the strongest opposition very often came from the profession and its established mores and methods of behavior, my hope, therefore, was transferred pretty quickly to the beginning teacher. This isn't the only reason why, therefore, as a trustee I was led to be interested in teacher training. The Vancouver School Board, in its own wisdom, laid down policies of professional freedom for its teachers (the freedom to make mistakes and not feel that a ton of bricks is going to fall on you from head office), and then, also, it decided on the kind of teachers it would like and put this in a document as well, and then, quite recently, went on to ask, "Well, what in fact is being supplied for the kind of teachers it would like?" and went around asking people about this.

They asked the new teachers who had just come out, principals, public, the profession, the BCTF, and other trustees. I must say, the results of this investigation were somewhat appalling. Don't forget, in addition, that the Vancouver School District bears the brunt of teacher training in the province of British Columbia, together with the other lower mainland districts. I'm sure you can be presented with the exact percentage of practicums that actually occur in that area, which will show that we are very responsible for a lot of teacher training.

The reaction to this investigation was appalling. Almost everybody we asked was unhappy with it. The new teachers, the old teachers, the public, the teaching groups, the BCTF were unanimous in their criticism of teacher training. The universities, of course, when approached (this is history, I would like to say that very quickly) also blamed us for being so uncooperative in not helping them with the job they have to do, and our officials were accused of various sins in this direction. I want to emphasize this was all history. But as a result of that we and the British Columbia School Trustees Association got involved in a study and in recommendations on teacher training. We made these recommendations and I think by now the climate has changed in British Columbia and I would have to agree with the previous speaker that all bodies concerned I think have gotten over the sensitivities in this area and are cooperating very well to move forward or find the ways in which they should move forward.

To come now to the general topic, that is the question of the first year, what should happen -- what is the responsibility of a trustee or of a school board in particular to the beginning teacher? I think we as trustees have recognized for a long time that the new teacher needed some help in this regard. We have central office officials and I agree again that the new teacher is not always willing to expose his apparent weaknesses to people who at the same time are going to sort of say "You haven't made it and therefore we perhaps won't give you tenure." It is a difficult position, but none the less, we do face up to responsibility in the sense that we've always provided support staff who are supposed to be helping the new teacher.

The school board in Vancouver, for instance, led in British Columbia in introducing a learning and working conditions agreement with its teachers, and one of the clauses in this agreement was to the effect that the new teacher would, in setting up school timetables and school workloads and this type of thing, get special treatment, that he would be given preference where possible in this area. This particular clause, unlike some others of the working conditions agreement, has essentially been a dead letter. We have had no grievances from the union (in this sense, I use that word, for the union side of BCTF) on this matter, and we know perfectly well that nobody has ever taken any notice of this. In fact, when recently the matter was brought up they objected, pointing to the fact that the class size was large. But they ignored the legal responsibility of both parties to give the new teacher a break which we had signed and have been operating on now for five years.

But, in B.C., and I can only speak for that, and then with sort of semi-knowledge, the first-year teacher is fully qualified, fully certificated, and even has tenure on his first appointment. I think trustees would feel that if there was any significant part of this time not to be devoted to teaching, to working for the school board, as in suggestions that something like a third of the time be available for continued training of some kind, or just sitting around thinking or preparing classes, then the teacher should only be paid two-thirds salary. Given the salaries that are being paid to teachers now, which I think are good, the public has a right to expect competent and confident teachers from the beginning. Otherwise they shouldn't be paid full salaries from the beginning.

The provision of competent, confident teachers is by far the most important thing that we can ask for from the training institutions. It is something which I think has been neglected; again I think this is true of the provincial department in British Columbia, where the whole problem of curriculum development, upon which we spend a lot of time at the provincial level, devising curriculum and this kind of thing, could very well, in fact should be left to the local teacher or the local school where they know the students and they know the community. For this you do need the confident, competent teacher we've been talking about. This takes a lot of time at the provincial level.

The provincial department, on the other hand, has never spent, as far as I know, any time in looking into teacher training. They are on the Joint Board of Teacher Education, it is true, but this is or has been an ineffective body where a bunch of university professors get together to sit around and talk about how many units they will give each other for courses which they wish to make correspond. I'm being a little nasty here, but that is something that I think is felt by anybody who is not a university professor on that committee. Yet, in this area, I think the real problem is that the universities are regarded as autonomous institutions and the department of education has been very reluctant to tell university professors what to do in this area, and so has left them to develop independently. As I say, we are getting together in British Columbia and perhaps will solve the problem without being told what to do by the department of education. But it is an area in which I think the public sector represented by the province has been a little backward in showing an interest.

I want to emphasize that lowering the workload significantly in the first year was not the intention of the working and learning conditions agreement that I mentioned earlier. Really, it was the sort of thing that, in setting up the workload for a beginning teacher, a math teacher should not be given the worst and largest math class in the school, which I gather is the tendency. They are given the nasty courses because nobody else wants them. "I've been teaching for twenty years, I'm entitled to that bright class over there who likes mathematics. You can take the general math class of people who are having to take it to get the right number of credits." We felt, then, and I think the profession was with us, although not in the schools, the BCTF was with us in feeling that that was wrong, that in fact the difficult large classes should be taken by the more experienced teachers.

Rather than lowering the workload, I think we should stop looking at teacher training as stopping with certification. For lowering the workload in the first year is equivalent in my mind to increasing teacher training by one year, and it's long enough already. We have five years of teacher training and we can make it six if we work at it a bit, and what are we trying to produce here? These are normal human beings, and you cannot present them with courses which will cover every possible eventuality that they will meet throughout their careers. We should look on the initial program as having produced somebody who is confident that he can go on learning, go on developing as a teacher, and has a body of knowledge and skills which will enable him to start with that attitude. Teacher training doesn't stop once they are certificated. School boards, in fact, have a responsibility besides paying good salaries. They must recognize that teacher training is a lifelong process, that if you work a teacher five days a week and five hours a day with thirty students every hour, after several years you cannot expect any moral challenge to be picked up or any pursuing, nimble or otherwise, of a moving target, no matter how sluggish.

This, however, is not only a school board responsibility. I don't think the profession has any right to sit around saying, "Well, they're not giving us the time off, how do you expect me to do it?" because from the public's point of view, and I don't necessarily agree with it, but certainly from the public's point of view, teaching is a soft job. You start at nine, you finish at three, you get all those holidays ... Basically, of course, it's a hard, tiring job, and I admit this. You don't normally start at nine and finish at three. Most teachers start earlier and finish later. But, given all that, the school holidays are longer than the norm in the community, and I think the profession, through its federations or unions or whatever you call them in different parts of the provinces, and the members of the profession individually have a responsibility to keep up their training, to keep up their professional development, and to press the school boards who are unsympathetic. But if they are unsympathetic, not to sit back and say, "Oh, you can't expect me to do anything about it, I'm not given any encouragement." That is what makes the difference, I feel, between a professional and a non-professional.

And, again, as I said, no matter how much training you're given in the four years (And there is always a tendency to add more courses, you know, something for the deaf mutes and the recent Greek immigrants who are giving us problems. Let's have Education 401 to take care of them.) There are always going to be areas that are not going to be covered. Finally, no matter how much practical training, and I agree that more doesn't always mean better, whether it is six weeks, six months, six one-weeks, one six-week, three weeks, three months, three sets of single months, you name it, there are lots of combinations and permutations you could make out of these numbers, it will never replace (and I am speaking as one who has never been a first-year teacher) the final feeling of being in front of this class of thirty kids who can't read, and wondering whether in nine months time they still won't be able to read. Nothing can replace that, and let's not postpone it any longer than we have to.

The Teacher View

TERRY MULLEN
Chairman, BCTF Committee on Teacher Education

I am going to divide my comments into two parts. In the first few minutes I will try to explain why the topic at hand, and more generally the whole conference, must ultimately end in frustration. In the second part, because I know we're all pragmatists here, I will make some suggestions as to some of the principles -- indeed, nine principles -- that I have identified that will help to govern an adequate transition period in teacher preparation.

I would like to set out first of all, then, my broad concern. It is characteristic of the children of technology, which is what you are and I am, to think in terms of parts and systems and categories; and it is rationality, really, that is at the very essence of our being. We pride ourselves on our rationality. But the problem with that is that when we engage in this kind of linear thinking, we generally fail to see the thing in its whole. For example, I think everyone that I have spoken to, and I have engaged in the same sort of discourse myself, has failed to see that the school system is embedded in a society. I realize we use these words, but I am not talking so much about the verbalizations we give to these things, but rather to what we say in our being. In other words, I can't hear what you're saying for the very thunder of what you are, and I think that we have quite successfully drowned out any possibility of hearing what, in poetic terms, has been called the "still sad music of humanity".

Now, there is no problem in this fragmented way of viewing our environment if the systems that we build fit well with the society that presumably they are meant to serve, but we haven't even explored this, and it is my contention that the systems that we have developed, the system that we are a part of, doesn't fit with our society. The industrial mode, and I don't mean to imply by this that schools are factories, but you can take that implication if you want to turn it into some kind of a controversy, is passing away, and there's a new consciousness emerging. I can't persuade you of that, no matter how carefully you listen to me, because all I can do is discourse in rational terms. That's one of the problems with verbal communication. And it's really insufficient merely to comprehend this sort of thing.

I would like to share a brief quote from the Faure commission's report. These are men I don't think that you can accuse in any sense of being weirdy-beardies. They state "The situation we are considering is entirely new and has no discoverable precedent, for it does not proceed, as all too often repeated, from the simple phenomenon of quantitative growth, but from a qualitative transformation, affecting man's most profound characteristic, and in a manner of speaking, renewing his genius." And I would ask each of you if you can really relate to that, or if you simply comprehend the words one by one, and in all likelihood dismiss it as some kind of literary hyperbole. Are you conscious that there is something that is totally new about the environment in which you live, because if you are conscious of that, it is highly improbable that you will carry on attempting to maintain a system which grew out of an industrial age in a post-industrial time of our existence.

This conference, in many respects, is reminiscent of another conference I attended a few years back as a representative of the Audubon Society. It was a conference of owls, and every evening at about ten p.m. they gathered and debated furiously until some time in the wee hours of the morning when, exhausted, they would return to their homes in the trees. In the final session, at the plenary meeting, when they decided by vote the official position of the Owl League on the question under debate, they unanimously decided that there was no such phenomenon as "day", in spite of the fact that some of the old books that some of their younger members had read kept mentioning this thing called "day".

I don't mean to imply any disrespect for you, and consequently for myself -- we're all here together -- by this fable. I mean simply to state that one can't be expected to understand something of this magnitude if one hasn't experienced it firsthand. We often find solace in that very sad saying "Plus ça change, plus ça reste le même." We are, everyone here, and many like us (it's almost a generational thing but not quite) an endangered species, and the only conservationists who are struggling to maintain our place are people from our own group, and I have little confidence in them. I suggest that our fossil behaviors will last about as long as the fossil fuels will last in this country -- and by the rate at which they are over-expending in this building everyone must consider that another year has been cut off his fossil existence. We die a little every day from advance symptoms of a geriatric disease that I think can be called "hardening of the categories". To illustrate this, I suggest that there is nothing either necessary or sufficient in such terms as "teacher", "classroom", "subject" and "course", and all those other shibboleths of the profession.

Plus ça change, plus ça reste le même? For us, probably. We will rearrange the present system and will call it reform. But for post-technology's children, people unlike ourselves, people who tend to be younger, people who tend to be less articulate, people who tend to be less glib, they will answer the question, no. They will let the system that we are rearranging strangle in its own entrails, and unlike us who call it reform, they won't call it anything because they have no real quarrel with us, they just don't understand us. And the converse is equally true, and that's where the sadness creeps in. But if you insist on gathering in Montebello and other places to discuss these issues, then I will join you because I have the same kind of timidity that you have, and the same kind of desire for self-preservation, and I too will engage in the process of rearranging the elements of that existence which I have found comfortable and which I have found supports me. But don't be surprised if, rather than system change, you discover in the latter part of your existence that what you are having to face up to is system revolt. Indeed, there must be a system break.

So much for my somewhat philosophical and, in all probability, incomprehensible discussion of the large context in which our school system exists. I am well aware of the fact that what I say may be treated with amusement, incomprehension, or boredom, but that is merely a comment on who you are, as opposed to who you say you are.

Now to the transition period in education, which is a nice idea recently coined -- one perhaps to which many of us will attach a rope in the expectation that it will carry us to great heights. Well, it will certainly carry us -- but as to up and down in this age of relativity, what does it really matter?

Commentators on teacher education seem agreed on one thing -- that no amount of training at the beginning of a teaching career will equip the teacher with all the skills and understanding that he will need. Some critics, indeed, go so far as to question the place, the necessity of any kind of pre-service, theoretical training. The James Report, one of the seminal documents in this matter, suggests that the best education and training is that which is built upon and illuminated by growing maturity and experience. If this is agreed to, and I am quite certain that most teachers will agree to it (I don't pretend to speak for university personnel and school trustees) then I suggest that the case for continuing in-service education throughout one's teaching career is made. And further, I think that the case for special attention in the very first years of teaching or the first years of any significantly new experience in teaching is also made. There are, however, a number of organizational and conceptual problems in establishing such a program, and I want to discuss nine of these principles. I think they are comprehensible only if you see them in totality, for the global view is the only one which is a meaningful view; it is unfortunate that the manner of discourse that we have employed here is an oral one rather than a doing one so that it requires a special effort on your part to link these together.

First, the total teacher education program will have to be restructured so as to integrate any in-service experiences into the overall university and practica phases. I suggest that teachers are unlikely to accept the tacking on of an internship-like component onto existing programs, particularly if there are salary and/or certification implications for this. One might suggest that it is possible to do away with all teacher education experiences in the campus setting, but the principle of restructuring is not dependent upon particular forms.

Secondly, the personnel with whom the beginning teacher must work during his transitional period must be readily available, and they must be knowledgeable. Neither one of these characteristics describe the kind of people that we make available for students at the present time. The twin vices of using cooperating teachers who have no special skill in teacher training other than good will and university advisors who drop in out of the clouds at irregular and infrequent intervals must cease.

Thirdly, as well as trained personnel, special facilities must be provided to assist in the in-service program. To me, a very useful structure for looking after this need is the development of what has become known in the literature and, indeed, a few places on the surface of the land, as teacher centres. And it also implies the permanent decentralization of certain dimensions of the university contribution to teacher education. Teacher centres are a much more powerful notion than that, but I can't explore this now. They have great implications not only for work in teaching internships but also in in-service work and in curriculum development.

Fourthly, the practice of assigning interns to perform as teachers, except for periods of observation or training outside the classroom, must not be allowed to occur. This is disruptive to both the pupils in the classroom and to the intern and, above all, it's hypocritical. It implies that most of the time the intern is really an adequately qualified teacher, and only some of the time must be taken out of the school setting and handled in some different way. I don't really wish to explore the matter of hypocrisy, but it would be very refreshing if some of us were to adopt a perhaps more honest approach so that we saw to it that the manner in which we verbalized what we are doing grew out of what we actually practise.

Fifthly, the practice of assigning interns to only one cooperating teacher must not occur. Experience in such instances is unnecessarily narrow and is singularly suited to what we now do best in teacher training -- socialization and indoctrination into the status quo. This is an outcome which is always undesirable in principle, and it's likely to blunt the intern's later capacity to embrace any meaningful change in a creative way.

Parenthetically, I note that both the fourth and fifth principles lead to the conclusion, in my mind at any rate, that the most desirable school environment for an intern would be some kind of instructional team. At the conclusion I want to comment on that very briefly. Of course it has to be an effective team, not an aggregate of people, but a community of people. This is quite a different thing but, again, it is almost in the non-rational part of our experience, and so cannot be described adequately from a pulpit. If an intern were placed into this kind of situation, he would experience more than a variety of styles and personality, important though these are. He would also share in a discourse, and perhaps a word I think is even more important than any of the others, a dynamic of a group of professionals. And, even more desirable in my view, would be that he be placed in a team structured in the manner suggested by John Macdonald in his, I think forgotten, book The Discernible Teacher.

Sixthly, the limitations of the competency-based teacher education programs must be guarded against. If that means also guarding teacher education from people like Mr. McBeath, so be it. Since behavior is caused by perception, and ultimately belief systems, and since these are linked in a rather circular way where one reinforces or denies the other, major emphasis has to be placed on the intern extending his ability to conceptualize. If you're having trouble with that word, I mean little more than "think for himself" about educational matters. This further suggests that behavior isn't really important -- it's concepts that are important. Behavior which is inappropriate for an inexperienced teacher might be quite appropriate for an experienced teacher, and vice versa. It must relate back to the belief system the person has. The measure of the intern, then, must be taken in terms of his performance, and that is to be measured in terms of pupil outcomes, not in terms of what he does, but what the result is. When I talk about pupil outcomes I'm talking, of course, about things of enduring value. I can summarize what I am saying about the potential weaknesses of the competency-based teacher education programs, which is not tantamount to saying that I reject them, by noting that they are exceedingly valuable if placed within a conceptual framework, but that it's subtle rather than obvious aspects of teacher behavior that tend to be related to pupil growth. The nature of the subtlety is such that you and I cannot actually distinguish by watching a teacher whether a particular behavior pattern is appropriate or inappropriate.

The seventh point -- related to many of the above statements -- is the need for persons working with interns to provide an optimum number of successful experiences for that intern. Distressing as it may be for the theorists, very few teacher behaviors seem to have any positive correlation, for that matter any negative correlation either, with pupil achievement in significant areas. One that does, however, seem to have some strong relationship is the ability of a person, whether it be an interning teacher, or your mom and dad, to to relate sensitively to others, and this seems to be a product of one's own feeling of self-worth. So, it follows that the intern must experience success when interacting with pupils, so that both may experience an expansion in their feeling of worth. This sets off a recurring cycle, something like a morality play where good begets good -- and evil behavior, I suppose, causes you to become an administrator or a dean or some lesser form of life.

Eighthly, every teacher must have two visions. I'm not quite sure how that Biblical phrase goes, whether it's the young men that will have dreams and the old men visions, or the other way around, but all teachers, at any rate, must have two visions. (They are permitted more if they have the right two to begin with.) One is a vision of teaching as it is, and the other is a vision of teaching as it might be. Those who place all their emphasis on one vision or the other are not merely wrong, they are probably harmful as well. Now, the first of these, the vision of what is, is acquired through school-based programs. I don't mean to denigrate schools, but the second vision must be acquired some other place, any place else but in a school. An in-service program for interns, then, must provide a means of preparing for possible futures, and it doesn't really matter if, of all the possible futures that are prepared for, none actually occur. It's the experience of preparation, the experience of sensing the newness of life, the sense of realizing that we are no longer exclusively in the industrial or technological society which surrounded our upbringing, and the upbringing of all the people who are at least as old as us. And I suggest that one means, one structure in which we might accomplish this, might be something in the nature of a seminar in system building, in which interns in conjunction with other people, perhaps not practising teachers, I don't know, would cooperatively design and then implement several models or novel models, at any rate, of educational institutions in which the only rule was that it couldn't resemble a conventional school. This doesn't imply that there's anything necessarily wrong for people of our ilk with conventional schools, but it does imply that it's very unlikely that you're going to engage in this kind of planning and developmental work unless you have engaged in it in a systematic way and preferably before the socialization and almost criminal indoctrination has taken place in the earlier stages of your career.

Finally, and I return again to what might be in the eyes of some of you the romantic tone in which I began this talk, implicit in all of these notions is the concept of organic, by which I mean growing and function-related, clusters of people who are exploring and communicating and deciding and valuing. In general, they are growing and developing. This is the kind of context in which I think teachers can be equipped to exist in the schools as they are and, possibly, hopefully, take a hand in fashioning some kind of education system in the future. The image is a powerful one: that of a community of learners rather than a society of specialists. If you're familiar with the work of Tonnies, I'm talking about replacing gesselschaft with gemeinschaft.

In conclusion I would say to any of you who should perhaps be correctly described as arid intellectuals or arid administrators, that things are never nearly as hard as you make them out to be. Now, possibly, we could discuss this matter of a transitional year in teacher education.

CONFLICT AND CONSENSUS IN THE DESIGNS FOR A HIGH QUALITY PRACTICUM

Panel Presentation

DR. IAN E. HOUSEGO
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Here's what we would like to do in the few minutes we have in this debriefing session, or wind-up, as Mary has called it. I guess maybe we'll get you wound up, all right, but that remains to be seen. I'm going to make proposition, and my colleagues are going to take exception, and that will be just the way it has been most of the time here. So let me get on with the task of trying to display what I think was the general agreement that has emerged out of the groups with respect to a quality practicum.

I think that a basic assumption we would all be prepared to accept is that the decision to award a certificate to teach at the end of one year or three years or five years, whatever it happens to be, is seen as something that is purely arbitrary. That is, we agree that there is no precise point at which a person starts being a teacher or, more important, stops becoming one, and probably the best possible context within which to learn about teaching is the teaching situation itself. I don't think there will be any conflict on that point.

The second major assumption, I think, underlines what we've been talking about and the conclusions to which we have come. It is this -- that the major purpose of the practicum is to have student teachers be reflective about their teaching experiences, to be thoughtful or rational, as Norman Goble said. The practical experience, or the practicum, is in the program of teacher preparation so that student teachers may be reflective, thoughtful, rational about their teaching experiences. Their objective is to improve their teaching behavior on the basis of the reflection in which they have engaged about what has gone on as they've tried to have children learn something. Important to the achievement of that purpose is the activity of people like teachers, school administrators and professors of education. They are important as persons who are in the context to facilitate the efforts of student teachers as they try to be as reflective as possible about improving the quality of their instruction. It seems to me that we get general agreement on that. I was really interested to hear it said again and again that it is impossible to define what is a good teacher or what is good teaching. So the possibilities are wide open with respect to the experiences that we can have, upon which we might reflect seriously in order to try, the next time around, to improve upon what it is we have been doing.

If that's the major purpose of the practicum, then here's the picture that I've drawn up from the reports we received and looked at last night. It looks like this: by and large we talked about a four-year program during which there is experience in education with a capital "E", in year one, in year two, in year three and year four. According to what Terry Mullen said yesterday, and others as well, I think the majority here are prepared to agree that the university should still be involved very much in the preparation of teachers. Now, not everybody here is prepared to buy that, but I think if we're looking for what is generally acceptable, it's a fair statement. Indeed, if on the basis of experience in classrooms, students are going to be reflective and analytical, rational, thoughtful about what actually goes on in their experience and then try to do better on the basis of that reflection, I think that the universities have a good deal to offer by way of analytical skills and the substance of what it takes to be analytical.

In any event, the first two years would be arts and science years; but there would also be an education component. During the first and second years, I think it would be generally agreed, there should be practice, but it should be rather informal in nature and it should be in locations inside the schools, elementary and secondary, and also beyond the schools -- at home, in club settings, in industrial settings, almost any kind of setting you would want to think about where people are gathered together and trying to learn from one another in a premeditated way.

I think there is also general agreement that somewhere, either in the third year or in the fourth year or in the combination of the two, there would be the basic professional experience -- less of the arts and science and more teacher education. I think that there would be general agreement that that professional experience should be to a large degree in the schools, that the practice should form a major part of that "professional year" -- a third to a half at least -- and that a critical ingredient would be the cooperating teachers. Making reference to what Terry Mullen said yesterday, I think we agree that teachers, student teachers and university teachers should be viewed as a community of persons working together as equals, as colleagues if you like, addressing problems as they seek to teach pupils skills in arithmetic or skills in reading or attitudes about family life or whatever. The professors would not carry on solely on the university campus. During this period of time they would themselves be located in the schools along with the teachers and the student teachers. In fact, the professional experience would be a very school-based experience with all the bodies I have referred to working in a collaborative fashion in order to achieve that overall kind of objective that I guess this conference is in aid of, and that is integration of practice and theory.

I think there would also be general agreement that there should be some time back at the university for reflection in a more general sense on that kind of experience, perhaps in the form of the study of the philosophy of education or the sociology of education.

With respect to evaluating, the emphasis would be more on improving what the student teacher is doing, and less on evaluation for purposes of ranking the student teacher as good, bad or indifferent. It seems to me from looking at all the material you people have produced, there's no question that the rating finally has to take place, but it should be on a pass-fail basis. Probably some of you are arguing pretty strongly that, even in an instance like that, we should try to be as positive as possible, making the assumption that the teacher who, out of all this experience, hasn't seemed to learn very much will continue to be a learner and will improve over time so that ten years later that person would be better, having been, over those ten years, on the basis of experience, pretty thoughtful, and as a result, better. The point has been made by a number of you that it is very important to provide opportunities for student teachers to self-select out of teacher education if it seems clear they are not succeeding or enjoying their experience.

One of the advantages that all of you see accruing in this kind of situation is that it provides in-service education for the university professor. It would also be useful in-service education for the teachers.

I think there is general agreement that the overall program, and especially the professional year and the practicum aspect of it, should be under the general governance of a body that is representative of the teachers' association, universities, department of education, and the trustees in any given province. There is also agreement that while such a body at the provincial level develops the guidelines for a teacher education program, when it gets down to the level of operationalizing it, that is a matter of contact between the school and the university to be worked out at that level.

RON LEBRETON
Directeur exécutif
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Il n'y a vraiment pas grand chose que je puisse ajouter à ce que vient de dire mon collègue sauf qu'il faut dire que je suis d'accord aussi, au point de vue des "consensus", qu'il a été surprenant de constater en regardant les différents plans et en regardant les principes énoncés, qu'il y avait vraiment un "consensus" parmi tous les groupes. Il est possible que l'atmosphère était telle que la façon de présenter le travail, de travailler sur les objectifs, de travailler sur l'élaboration d'un plan fasse que nous soyons pratiquement obligés d'arriver à un "consensus" à l'intérieur du groupe. Mais, bien que nous étions plus ou moins obligés d'arriver à un espèce de "consensus" à l'intérieur du groupe, il a été surprenant de constater que les principes qui ont été suggérés par tous les groupes sont sensiblement les mêmes. Et si vous permettez je pourrais probablement en faire ressortir quelques-uns.

Premièrement, je crois que nous sommes tous d'accord que le stage pratique doit être la partie ou être une partie exceptionnellement importante dans la formation des enseignants et que le stage pratique doit être le résultat d'une collaboration entre les enseignants coopérants, les gens de l'université et puis les stagiaires eux-mêmes. Il est ressorti aussi des différents rapports que même la partie la plus importante du stage devrait se faire à l'école et que l'évaluation de l'étudiant-maître devrait être la responsabilité principale de l'enseignant dans la classe. Il semble que nous nous sommes mis d'accord sur des principes, laissant lieu à la diversité à l'intérieur des groupes et, à cause de cela, il était plus facile d'arriver à un accord de principes plutôt que de déterminer les modalités étant donné les différents milieux. Il est probable que si nous avions eu à déterminer les modalités de sélection, les modalités des stages que nous n'aurions pas pu arriver à un "consensus". Il y aurait eu conflit d'opinions ici.

En ce qui concerne le stage lui-même, je crois ce que mon confrère dit tout à fait vrai lorsqu'on regarde les différents plans. Nous nous apercevons que l'on donne de l'importance au stage mais on le répartit d'une façon progressive sur les quatre années de sorte que le début est assez structuré et n'est qu'un stage d'observation pour aboutir éventuellement à l'enseignement proprement dit.

Tout le monde était d'accord pour dire que le stage pratique était l'endroit où l'on devrait intégrer la théorie et la pratique et que le personnel de l'université devrait être aussi près de l'école que possible. Certaines personnes, disons de l'université, n'acceptent pas l'accusation qu'ils ne sont pas suffisamment près des classes. Je crois que nous l'entendons suffisamment souvent de la part d'enseignants, de la part de personnes qui sont dans les classes, pour dire que sinon la grande majorité des professeurs de l'université, au moins l'image que projette l'université, est telle que l'université n'est pas près de la classe. En même temps, il y a une tendance qui se dessine actuellement qui fait que les professeurs de l'université s'approchent de l'enseignant et agissent en tant que conseillers auprès de ceux-ci.

Un autre point je crois qui a été mentionné dans plusieurs rapports c'est qu'avant de pouvoir recevoir des stagiaires l'enseignant-coopérant devrait être préparé. Il devrait avoir une certaine préparation puisque l'on peut trouver des exemples où l'enseignant peut être très compétent mais à cause de la nature de la profession dans le passé où l'on travaillait entre quatre murs, on est habitué à travailler seul. L'on perdrait les talents de cette personne-là ou la disponibilité des talents de cette personne-là s'il n'y avait pas une certaine préparation dans le travail avec l'autre et l'emphase placée sur l'importance pour lui de savoir ou de connaître ce que l'université essaie de faire.

On a déclaré dans un des groupes l'inexistence, si vous voulez, d'une organisation pédagogique, d'une structure pédagogique. On a la structure administrative qui détermine quand seront les stages et qui va y aller, la sélection, etc. Mais il semble dans beaucoup de cas que l'on ne tient pas compte de la structure pédagogique qui assure le lien entre ce qui se fait à l'université et puis ce qui se ferait à l'école, disons dans les deux directions, pour qu'il puisse y avoir un "feedback" dans les deux directions. En ce qui concerne les divergences, comme je l'ai mentionné au début, je crois, étant donné que nous nous étions mis d'accord sur les principes, qu'il est difficile pour nous d'avoir des divergences d'opinions, étant donné l'accord sur les principes. On ne peut pas argumenter contre certains principes. On aurait pu ne pas être d'accord sur les questions de modalités.

Il n'y a pas un accord sur les avantages que doivent retirer les enseignants. Je crois que dans certains cas on semble dire que l'enseignant devrait pouvoir participer sans nécessairement être rémunéré ou recueillir des avantages qui sont d'ordre économique. Il n'y a pas de "consensus" de ce côté-là. Je crois aussi que dans le domaine de l'orientation, dans certains rapports on voit une orientation plutôt vers l'université que vers l'école, bien que la tendance générale semble que l'action se fasse près de la classe et que l'université vienne plutôt vers la classe que la classe vers l'université. Moi je suis agréablement surpris de voir l'uniformité dans un certain sens, en ce que nous considérons étant des objectifs tant du côté anglophone que du côté francophone.

J'ai été surpris aussi de constater que, même s'il y a une très grande diversité à l'exterieur des groupes, par exemple je suis du Nouveau-Brunswick, nous étions des gens de l'Ontario, des gens du

Québec avec des problèmes tout à fait différents, même avec ces problèmes-là nous avons quand-même, je crois, des idées qui sont pas mal semblables dans le domaine des buts.

Une des difficultés que nous avons eues au tout début ça été la question de terminologie. Le mot "coopérant" a fait sursauter certaines personnes du Québec puisque "coopérant" pour eux signifait l'individu qui venait faire son stage militaire ici au Canada et qui faisait, disons, de l'évangélisation.

I'd like to say a few words in English, not necessarily to react to what my "confrère" just mentioned, but I think I have no other choice but to agree with him. The way it was said and maybe the general context of the meeting was such that I think we were compelled in some way to reach agreement, to reach consensus and the surprising thing, as I mentioned a while ago, is that though we were compelled to reach consensus within the group it was also surprising to note that there was consensus among the groups, that is, all the groups together seemed to have a common thought in as far as objectives were concerned.

It may be that the atmosphere was such that we really were not able to come to a real confrontation between groups. But I think that we have come in contact with ideas here that will permit us to meet with university teachers and school boards or parents when necessary and the compensation that if there is going to be a confrontation there should be one in each of our little "bailiwicks". All in all, I am quite satisfied with the conference in not being able to find very many areas of non-agreement. I would just like to emphasize in reaction to what was said a little while ago that I noticed in many of the plans that the emphasis was, and I agree, that the professor should go towards the school. But I think it was also agreed that the cooperating teacher in the class is the focus as far as practice teaching is concerned, not only in cooperating with the university in making a practicum that is quite useful to the students, but also by being involved in the evaluation.

DR. DORIS DYKE
Chairman, Department of Education
Dalhousie University

I don't expect to disagree too much with my colleagues. In fact, I was rather happy to realize that I understood some of what Ron was saying in French, and was prepared to say it again in English, but now it seems rather redundant since he has spoken in both languages. In fact, on the orange sheet which provides for our personal evaluation of the conference, one of the things which I would say is that my own appreciation of the conference is partly in terms of the opportunity to learn a little more French, and last night to understand from Ron a little bit more of what it feels like to be a French-Canadian, or particularly, an Acadian.

In the first, Ian, perhaps unintentionally, provided me with what, from my point of view, is a paradigm of the whole conference. Often we have consensus, but from very different points of view. For example, when Ian mentioned that last night at midnight many of the men were bemoaning that we have too few women here, I would agree that we have too few women, but I think my reasons are different. I also think that this illustration points out the different perspectives from which we come and therefore is really nondebatable. I actually didn't find the presence of any beautiful women distracting to me at all, and I think that no matter how much conversation Ian and I had, it probably wouldn't change that.

Another illustration is the report which you made, Ian, about that liquor. My recollection is that we didn't drink at all. I didn't drink, and I thought that you just had Seven-Up. It would be verifiable, I would say, but again, from that one example, I think that we have the three points about the conference --
1) sometimes we have consensus for very different reasons,
2) sometimes individual differences from which we could not achieve consensus, and 3) an odd time something that could be empirically testable.

As regards the aims and objectives with which all the groups began their deliberation, very often I found there was consensus because the aims and objectives, and indeed the descriptions of good teaching, ended up being stated in such general terms that no one could really disagree with them. If you look at the charts, you often find warm words, warm loving humane descriptions, and really no one could object to those. I found that we had conflict, and I visited several of the groups and found this usually to be the case whenever scientific competency-based vocabulary was used. For instance, there was conflict in even being asked to rate the objectives because this tends to demand a technological orientation, rather than a humane-aesthetic orientation, the personal anecdote style that many of us have been used to in education and that many of us feel at home with.

There seemed to be a kind of consensus as far as an unquestioned understanding of good teaching, but, at the same time, an impossibility to define this. It seemed that it was rather possible to describe the kinds of qualities, characteristics, and competencies that a teacher ought to have. It seemed to be possible to recognize good teaching, and we had a little example of this, as to whether a professor is a good teacher. If you can recognize that they aren't good, then the converse ought to be true, that you can recognize who is a good teacher.

I would say that there was also consensus in this conference as to the power of the written word. Time after time I was in groups where something, if it was said, could be forgotten, or ignored, but if it was written down it had a power that it didn't have when it was said. There also seemed to be a pressure in some of the groups that nothing should be written down unless there was total agreement, which is one way of interpreting consensus.

As Ron mentioned, there seemed to be an assumption within the conference that we would arrive at consensus. Many times things were said such as "Underneath we're really all saying the same thing" or "If we just had a little longer, we would all realize that we were saying the same thing". Conflict, I would say, was actually not expected or encouraged. That really may be a kind of an occupational hazard of people that are engaged in education or teaching. It may be that we don't encourage or engender conflict; it may be that we do expect not to rock the boat.

There seemed to be some conflict, and this was seen by me in informal conversations with people, as to whether there was anything new to hear, or whether this had all been said before. Now, the idea of sometimes saying things differently at the dinner table or at coffee than they are said in the group, again, might be a tendency that people engaged in education do get into, and that has to do with the loneliness of the beginning teacher that we were talking about. Perhaps the loneliness endures really throughout our lives. Perhaps we learn not to talk about anything of fundamental consequence to us when we are young because we'll be accused of inexperience and of not being able to handle that classroom management and maybe in the long run we won't make it as a teacher, and all that sort of thing. With a few years practising, perhaps, at keeping our anxieties and uncertainties to ourselves, maybe we get very accustomed to this, and talk only about things that we can all agree with. The kinds of things they talk about in teachers' rooms and among teachers, the kinds of things that a few teachers who record their experiences have pointed out that they don't do with their colleagues, is talk rather honestly with each other about disagreements.

As Ian pointed out, there seemed to be consensus on the four-year integrated program. In fact, it was curious to me in that that was almost an a priori assumption on the part of all of us, that there would be a four-year integrated program leading to initial certification and that theory and practice would be integrated and there would be an extended practicum. I think one would have to be a heretic around here, and I didn't find that many, to question these assumptions. The point was made that we couldn't get anyplace if we didn't take something for granted, and that may be why we took that for granted.

In my experience, I found Norman Fergusson and Ruben Richert rather honestly political in their presentation, and by being honestly political I mean stating clearly some of their ideas, and also dealing with questions of who pays, and a few other things. I found that their talks (again this is my own experience) engendered considerable conversation afterwards, and I think that people were taking them seriously.

I found in the conference that the affective domain in relationship to people, to beginning teachers, and to cooperating teachers was taken into account seriously in conversation, mentioned constantly, but not incorporated into any of the structures. There was also a sort of consensus about denying our own experience; that has to do with how many times personal anecdotal information about teaching was put down in favour of rather cold and scientific technological orientation. A lot of people do have an understanding with their own experience, but they won't bother it if it doesn't bother them. I remember one group that I was in, where an interesting example was brought up of how a chemistry professor's teaching ability changed radically when he learned to water ski. That hit home to the people in the group; everybody seemed to understand that water skiing could make a difference to the teacher, but, again, these sorts of idiosyncrasies weren't built into any structures. Maybe they can't be.

There seemed to be a consensus coming through that teachers thought themselves to be an oppressed group, vis-à-vis education professors, that their opinions were taken account of rather late in the whole scheme, or indeed not at all, and I think that all of us probably have a sense of understanding this. Education professors are also an oppressed group. It was interesting to me that Terry Mullen's talk yesterday engendered a lot of conversation, a lot of interest, and for that reason, I would say that what he said must have been important, otherwise people wouldn't have talked about it and thought about it afterwards. Education professors, as most of you know, feel themselves to be oppressed by the rest of the university, and teachers in turn feel themselves to be oppressed by the education professors. I think a lot of kids feel themselves to be oppressed by the teachers, and probably this is one of the reasons that there tends to be some inarticulation on the part of both teachers and education professors. People always ask an oppressed group what they want. For instance, what do women want? What do Indians want? What do teachers want? What do education professors want? And they can rarely speak with one voice with any clarity because they don't know what they want because they haven't been used to experiencing what they want. And so, I would say that this might lead us to more trust among ourselves, to a more clear and honest articulation of what we really do think.

There seemed to be some consensus towards being anti-intellectual in a certain sense. A lot of times I heard "ivory tower", "reading rather than doing", spoken of pejoratively. People who don't do things, who would rather think about them or read about them, had a pejorative status assigned to them. The "real world" was often spoken of as existing up to grade 12, but not after that.

I would say that there seemed to be consensus about the early involvement of the student teacher in the experience of the school. One group that I have a lot to do with in my day to day life is the high school teachers. The input that I am used to receiving from them seemed to be missing in this conference, and I think it would have aroused conflict had it been here; the high school teachers say that the neophyte student teachers don't know what it is that they should be teaching, they don't know enough French, for instance, if they're teaching French, or don't know enough history if they're teaching history. There seems to be, from my day to day experience, more conflict than I actually saw at this conference.

As I said when I began, my remarks are anecdotal and personal, and yet, at the same time, observational because you could, as I did last night, look clearly at the kinds of words that are used on the charts. I believe these are the things that we said.

GROUP DISCUSSIONS

Delegates to the workshop were divided into ten groups and asked to undertake the following two assignments:

(1) ranking, in order of importance, a set of objectives for teacher education

(2) design of a high quality practicum

Objectives for Teacher Education

In dealing with the first assignment, group members were asked to try to achieve consensus or, failing that, to take a group score of rankings assigned to the various items. The group rankings were then collected and combined to provide a total rank order of importance for the objectives as assigned by the whole conference delegation. This ranking is shown in Table 1.

It might be noted that some delegates were unhappy with the list provided because the objectives were stated in behavioral terms. In fact, several groups prepared alternative lists of objectives dealing principally with teacher qualities. Other groups found the list insufficiently comprehensive and therefore added new objectives. Further information on approaches taken to this assignment is provided in some of the group reports.

Designing a High Quality Practicum

The second assignment, discussion of the nature of a high quality practicum, is outlined in Table 2. While full reports of the group discussions are provided in the following section, it may be of interest to summarize in this introduction some of the points raised.

One theme that appeared throughout the discussions was the need for greater cooperation between teachers and faculty in planning teacher education, and particularly the practicum. Another recurring theme was the need to provide adequate preparation for cooperating teachers. With regard to cooperating teachers, there appeared to be both a desire for the establishment of criteria for selecting cooperating teachers and a preference for volunteers. A variety of rewards for participation as a cooperating teacher were suggested.

Considerable emphasis was placed on the problem of evaluating student teachers. It was felt that somehow the procedures used in evaluation must shift toward helping the student learn to teach and away from scaring the student into conformity. Self-evaluation by students was mentioned by several groups as an important part of the process.

With regard to the practicum experiences, it was felt by many that the aim should be to maximize the reality of the practicum. Suggestions were made for use of a graduated introduction to teaching, beginning with observation, tutoring and small group work and moving, at a later stage, to work with a whole class. It was also felt that more should be done to help the student develop a personal philosophy of education.

The detailed group reports follow.

TABLE 1

RANKING OF OBJECTIVES FOR TEACHER EDUCATION

1	The teacher promotes pupils' thinking
2	The teacher communicates effectively: orally, in writing, and through a wide range of communication aids and media
3	The teacher determines the instructional needs of the learners
4	The teacher demonstrates skill in establishing readiness for further learning
5	The teacher organizes appropriate lessons for various groups of students
6	The teacher knows how to observe, diagnose and deal with pupils with behavioral difficulties
7	The teacher evaluates student progress
8	The teacher sets performance objectives for each subject area
9	The teacher uses techniques of reinforcement
10	The teacher uses an array of question-asking skills

DISCUSSION EN GROUPE

Les délégués qui participaient à l'atelier ont été répartis en deux groupes et priés d'entreprendre les deux tâches suivantes:

(1) classement, par ordre d'importance, des objectifs de la formation des maîtres;

(2) élaboration d'un enseignement pratique de haute qualité.

Objectifs de la formation des maîtres

Dans l'exécution de la première tâche, on a invité les membres du groupe à s'efforcer d'atteindre l'unanimité ou, à défaut, à établir un compte de groupe par la collocation des divers éléments des tâches. Les collocations de groupe furent ensuite colligées et combinées pour obtenir la collocation totale par ordre d'importance des objectifs, selon que les avait déterminés l'ensemble de la délégation à la conférence. La table I fait état de cette collocation.

On peut souligner que certains délégués n'ont pas aimé la liste soumise parce que les objectifs étaient cités en fonction du comportement. De fait, plusieurs groupes ont préparé des listes d'objectifs possibles qui traitaient surtout des qualités de l'enseignant. D'autres groupes ont conclu que dans l'ensemble la liste était insuffisante et ils y ont ajouté d'autres objectifs. D'autres informations sur les façons d'aborder cette tâche particulière sont consignées dans certains rapports de groupe.

Elaboration d'un enseignement pratique de haute qualité

La table 2 résume la seconde tâche, notamment la nature d'un enseignement pratique de haute qualité. Les rapports complets des discussions en groupe sont consignés dans la section suivante, mais il convient de résumer dans cette introduction certains des points qui y sont soulevés.

Un thème qui perce dans toutes les discussions se rapporte au besoin d'une collaboration plus étroite entre les enseignants et la faculté, dans l'élaboration de la formation des maîtres et, particulièrement, de l'enseignement pratique. Un autre thème qui revient souvent a trait au besoin de pourvoir à la préparation adéquate des coopérants. A l'égard de ces derniers, on semble désirer la formulation de critères servant à leur sélection et préférer le volontariat. On y proposait également divers moyens d'encourager la participation des coopérants.

On a mis un accent considérable sur l'appréciation des élèves-maîtres. Quoiqu'il en soit, on a prétendu que les méthodes d'appréciation doivent converger vers le besoin d'apporter l'aide requise pour que l'étudiant apprenne à enseigner au lieu de l'épouvanter avec le conformisme. Plusieurs groupes ont mentionné que l'auto-appréciation par les étudiants constituait une partie importante du processus.

En ce qui concerne les expériences à entreprendre dans l'enseignement pratique, plusieurs ont prétendu qu'elles devaient porter au plus haut degré la réalité. On a proposé de recourir à une introduction graduée de l'enseignement qui commencerait par l'observation, la surveillance et le travail en petit groupe pour passer ensuite à l'enseignement devant une classe entière. On a aussi prétendu qu'on devrait faire davantage pour aider l'étudiant à se former une conception individuelle de l'éducation.

Suivent les rapports circonstanciés des groupes.

TABLE 1

COLLOCATION DES OBJECTIFS DE LA FORMATION DES MAITRES

1 L'enseignant encourage les élèves à penser

2 La communication de l'enseignant doit être efficace: orale ou écrite et au moyen d'une vaste gamme d'aides et d'organes de communication

3 L'enseignant détermine le besoin d'instruction des élèves

4 L'enseignant fait preuve d'habileté en instituant le jeu

5 L'enseignant élabore et prépare les leçons appropriées aux différents groupes d'étudiants

6 L'enseignant sait comment observer, reconnaître et traiter les difficultés de comportement des élèves

7 L'enseignant évalue le progrès des élèves

8 L'enseignant désigne les objectifs du comportement de chaque sujet

9 L'enseignant utilise des méthodes de renforcement

10 L'enseignant démontre les façons appropriées de poser des questions

TABLE 2

ATELIER SUR LA FORMATION DES MAITRES

COMMENT ELABORER UN ENSEIGNEMENT PRATIQUE DE HAUTE QUALITE

TACHES DESTINEES A DES DISCUSSIONS EN PETITS GROUPES ET A LA PREPARATION DE RAPPORTS

Imaginez que vous constituez un petit groupe qui représente la collectivité locale entourant l'université Adanac qui se prépare à offrir un programme de quatre ans en formation des maîtres. On vous a demandé d'élaborer tout ce qu'il faut pour offrir aux élèves-maîtres du programme un enseignement pratique qui les préparera à embrasser leur carrière en toute confiance, avec les aptitudes et l'habileté requises pour continuer de se perfectionner. Il est convenu que l'enseignement pratique que vous allez élaborer doit être valable aux yeux de la faculté, des enseignants et du conseil scolaire.

Vous trouverez ci-dessous des sujets que vous pourrez développer dans vos discussions. Nous vous les présentons à titre de suggestions uniquement et sans vouloir limiter la portée de vos discussions.

1. OBJECTIF

Que pourront faire les élèves à la sortie de l'enseignement pratique qu'ils ne pouvaient faire antérieurement? Quel enseignement particulier doivent-ils mettre en pratique?

ROLES ET RESPONSABILITES

2. Où doit se dispenser l'enseignement pratique? (Sur le campus, dans les écoles ou ailleurs?)
3. Quelle entente devrait intervenir avec les enseignants des écoles voisinant l'université? (Sélection, formation, paiement, temps libre, rapports avec la faculté, etc.)
4. Dans l'appréciation de l'enseignement de l'élève, quels rôles doivent jouer les enseignants, les membres de la faculté et d'autres personnes?
5. De quelles façons l'université et les écoles peuvent-elles s'aider mutuellement?

INCIDENCES

6. Quelles sont les incidences de l'enseignement pratique que vous avez élaboré sur l'ensemble du programme de formation des maîtres?
7. Quelles sont les incidences de l'enseignement pratique que vous avez élaboré sur les universités, les associations d'enseignants, les conseils scolaires et les ministères d'éducation?
8. Quelles sont les incidences financières de l'enseignement pratique que vous avez élaboré?

GROUP REPORTS

Group 1

Chairman: Mrs. Margaret Brogan

Recorder: R.W. Bass

Purpose of the Practicum

It was agreed that the main purposes of the practicum were those reflected in the following statements of objectives for teacher education:

1. The teacher determines the instructional needs of the learner
2. The teacher communicates effectively: orally, in writing, and through a wide range of communication aids and media.
3. The teacher organizes appropriate lessons for various groups of students.
4. The teacher promotes pupils' thinking.

When Should the Practicum Take Place?

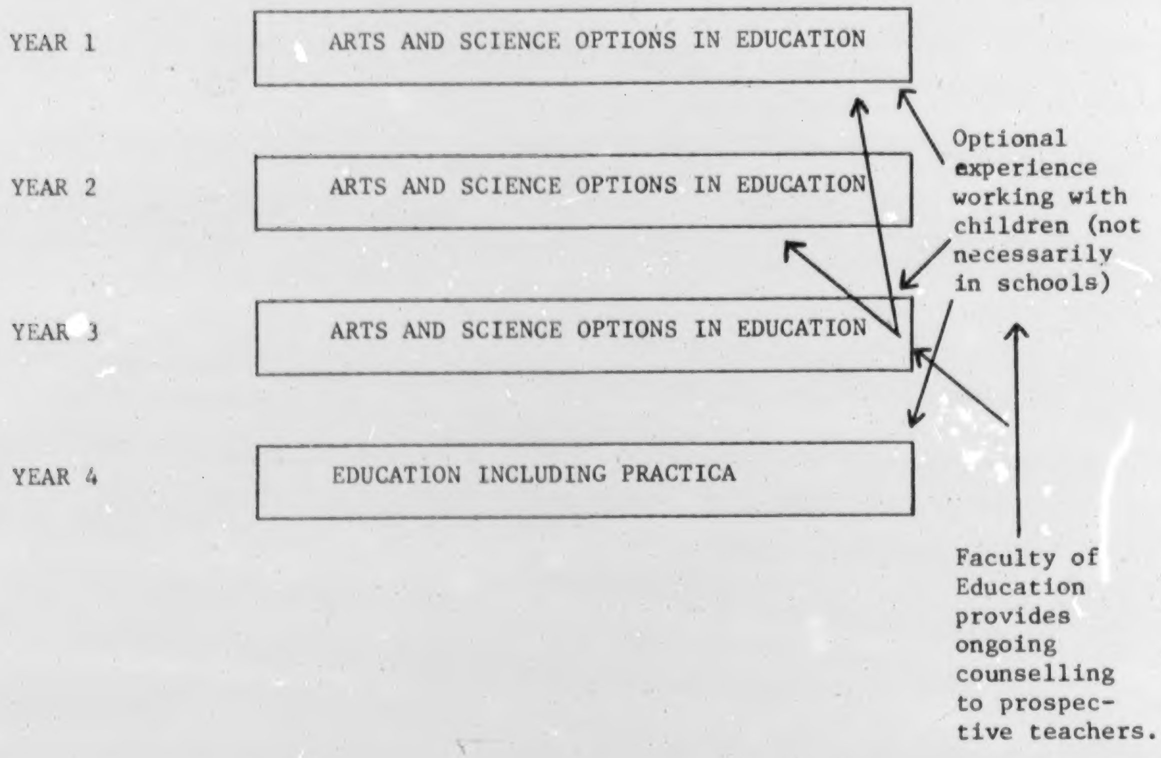
The suggested placement of the practicum is shown in Chart 1. It was suggested that the first three years should concentrate on arts and science work, with options in education available. Provision should be made for optional experiences in working with children (not necessarily in schools).

In the fourth year, provision should be made for educational foundations and for practical observation periods for those who did not avail themselves of earlier opportunities. May through August might be spent on these activities, but not necessarily the summer between years three and four. The period to examine various learning experiences under guidance and supervision might include the following:

elementary, secondary (mandatory)
private school
vocational schools
adult education
special education, handicapped
industry
community services

CHART 1

PROGRAM


YEAR 1
ARTS AND SCIENCE OPTIONS IN EDUCATION
YEAR 2
ARTS AND SCIENCE OPTIONS IN EDUCATION
YEAR 3
ARTS AND SCIENCE OPTIONS IN EDUCATION
YEAR 4
EDUCATION INCLUDING PRACTICA
Optional experience working with children (not necessarily in schools)
Faculty of Education provides ongoing counselling to prospective teachers.

Arrangements with cooperating schools and teachers

The following arrangements were suggested by the group:

1. Schools and teachers should be selected on the basis of the variety and quality of the experiences offered.
2. Selection criteria should be determined by joint cooperation amongst school boards, principals, teachers and university.
3. Initial orientation meetings (preferably at school rather than at the university) should be held to discuss the role of the cooperating teacher, student teacher and faculty member, followed by on-going opportunities for informal and formal sessions to establish the extent and nature of respective roles.
4. Tangible benefits should accrue to cooperating teachers e.g. released time, rearrangement of work load, course credits, library and resource centre privileges, honoraria.
5. All members of the educational team (student, cooperating teacher, faculty) should be involved in all aspects of the practicum experience.

Nature of the Practicum and Field Experiences

It was suggested that the practicum take place in a school cluster, be of up to eight months' duration and include sequences in class and out of class. The interrelationship of sequences is shown in Chart 2.

It was agreed that the field experiences should include:

Directed observation of children in organized settings

Preparation of student teachers for observation

Demonstration by teachers of techniques in as real situations as possible

Study of various models of school organizations and programs.

Following this there should be a period of familiarization with the program and practice by limited experience in co-operation between student teacher and associate teacher. Thereafter there should be increasing opportunities to plan, practise and analyse in blocks of sufficient time followed by meaningful evaluation.

Evaluation

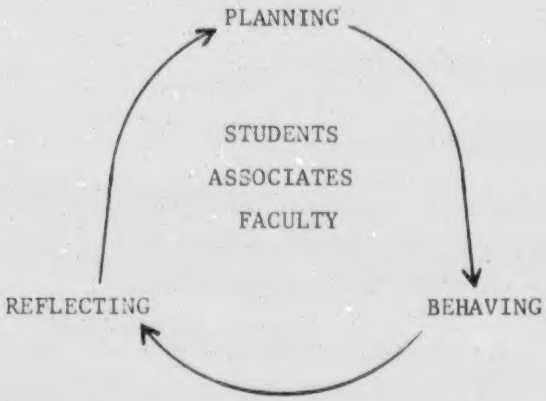
It was recognized that evaluation has a two-fold nature:

(a) to assist the student teacher in self evaluation and development as a teacher

(b) to provide a final determination of the student's achievement.

CHART 2

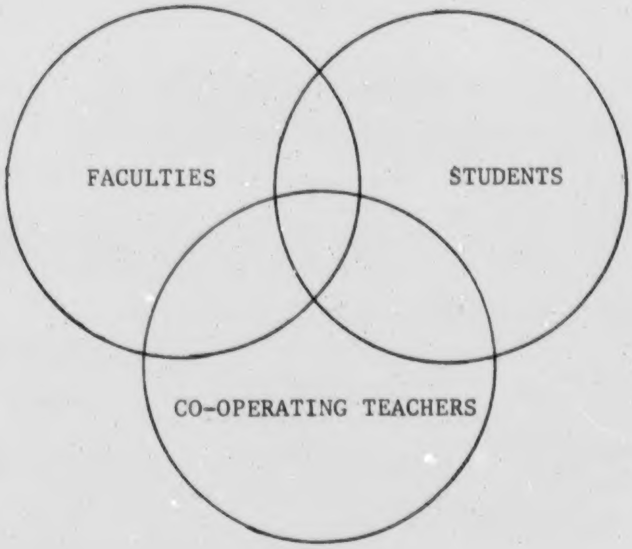
SEQUENCES IN THE PRACTICUM


PLANNING
BEHAVING
REFLECTING
STUDENTS
ASSOCIATES
FACULTY

The relationships that should exist in the evaluation of student teachers are illustrated in Chart 3.

CHART 3

RESPONSIBILITIES IN EVALUATION


FACULTIES
STUDENTS
CO-OPERATING TEACHERS

Group 2

Chairman: John Enns

Recorder: Dr. T.P. Atkinson

ASSIGNMENT 1: RANKING OF OBJECTIVES

The results of the efforts of members of the group to rank the ten objectives of teacher education were dissatisfying to the group. In an attempt to meet the various objections of the members, the group prepared a set of objectives of their own:

Objectives of Teacher Education

1. To develop effective communication skills (listening, feedback, etc.)
2. To develop a realistic understanding of and appreciation for people, especially young people
3. To develop the ability to lead students in the learning process
4. To develop organization and management skills
5. To develop imagination, creativity, confidence
6. To develop and articulate a personal philosophy of education

The aforementioned objectives were developed from statements from various members of the group as to their perceptions of a teacher.

A teacher is one who --

- facilitates self-actualization
- creates an atmosphere for communication
- has a realistic understanding of and appreciation for young people
- is knowledgeable
- creates an atmosphere for learning
- can motivate children to learn
- can encourage student participation
- exhibits imagination, creativity, confidence
- possesses communication skills
- relates well to others

- has a desire to help others
- has developed and is able to articulate a personal philosophy of education

ASSIGNMENT 2: DESIGNING A HIGH QUALITY PRACTICUM

The group recognized its task to be: To design an ideal practicum as part of a four-year teacher education program to meet our objectives.

The preliminary discussions led the group to the realization that some basic principles must be enunciated.

Basic Principles

1. That experiences in the practicum be graduated over the four-year period
2. That not everyone needs to have the same type of experience; that there is a need to differentiate and individualize experiences
3. That at some point there is a need for an extended block of time
4. That the practicum experiences be cooperatively determined
5. That criteria for the selection and preparation of involved personnel are necessary
6. That there must be forms of recognition for services
7. That an on-going evaluation of the program is essential.

The next aspect of the task was to identify the "elements" of the practicum and the problems to be resolved. The group members suggested numerous concerns, which are listed without any attempt at organization.

Elements

- student teachers
- classroom teachers
  - -- participating
  - -- non-participating
- university personnel
- preparation
- placement: where? when? by whom?
- evaluation
  - -- of products
  - -- of program

- time allocation
- types of experience
- school administration
- community relations
- support personnel in the schools
- resources
- relationship of the university to the school
- coordination

Problems to be Resolved

1. Stages in the practicum
2. Integration of theory and practice
3. The associate teachers
    - Selection
    - Preparation
    - Recognition
    - Role
    - Inter-relationships
    - Responsibilities
4. The student teachers
    - Placement
    - Supervision
    - Role
    - Evaluation
5. Machinery for cooperative planning
6. Roles and responsibilities in general
    - Student teacher
    - Students in the school
    - Associate teacher
    - Principal
    - Staff of school
    - Board of education
    - Department of education
    - University
    - Teachers' organization
    - Trustees' organization
    - Parents
7. Financial implications

With objectives of teacher education and basic principles of the practicum identified, and with elements of the practicum and some problems discussed, the group attempted to delineate a program for the practicum.

THE PROGRAM

Stage I: Orientation

1. Preparation for observation
2. Observation in school to acquire a feeling for the school setting
    - watching
    - questioning
    - analyzing
3. Interaction with people in the school and the community
4. Variety of experiences
    - in different classrooms
    - in different schools
    - involvement without responsibility
5. Sharing of experiences with colleagues.

Stage II: Introduction to Teaching

1. Orientation to the current situation
2. Assist the associate teacher in routine duties
3. Work with individual children and small groups
4. Collect and organize resource materials
5. Plan, implement and evaluate short-term learning experiences, with small groups
6. Plan, implement and evaluate short-term learning experiences, with the whole class
7. Undertake self-evaluation
8. Have experience in various school environments.

Stage III: Practice Teaching

1. Orientation to the current situation
2. Plan, implement and evaluate long-term learning experiences with small groups
3. Plan, implement and evaluate long-term learning experiences with the entire class
4. Determine and record student progress
5. Obtain and develop resources
    - materials
    - people
6. Continue self-evaluation and sophistication of various teaching styles and methods.

The group realizes that there are many aspects of the practicum that are not mentioned -- time of occurrence within the four years, duration, settings. Given a similar congenial group and pleasant surroundings in which to continue, further progress could be anticipated.

Group 3

Chairman: Walter Nowosad

Recorder: Melvin J. Curtis

The group agreed that the following are basic principles in the design of the practicum:

1. The student teacher, the associate teacher, the faculty members, and the school principal (or department head if a secondary school) all must co-operate in the planning and execution of the practicum.
2. The practicum should provide the integration between theory and practice.
3. Associate teachers are to be chosen from volunteers, who are then screened.
4. The practicum should provide the student teacher with a variety of experiences, plus a concentration in some area.
5. He should receive experience in curriculum development and interpretation.
6. Stress is to be laid on the development of the student teacher more than upon assessing his performance.
7. He ought to receive guidance in self-evaluation.
8. In all four years of the course there should be some school experience.

Purpose of the Practicum

There is no substitute for the practicum, the most valuable part of teacher education. When the student teacher is in the classroom, socialization takes place, and growth occurs in the interaction. Since student teachers tend to model themselves after the associate teachers, care should be taken that the tail does not wag the dog, i.e. the dynamic should come from the faculty, who give the student teacher something to practice, rather than simply having him imitate the teacher. The faculty ought to go into the schools and the teachers into the universities to provide more co-ordination.

PRACTICUM DESIGN

We see four stages of the practicum, and have listed the proposed student-teacher experiences, including some outside the classroom.

Stage One: Initial Involvement for Familiarization

The student teacher's activities begin with peer teaching, a limited form of microteaching (to eliminate faulty mannerisms and speech), assistance to the teacher approximating that of an aide, and experiencing exposure to and interaction with pupils.

For student teachers who are very apt this first stage could be shortened in time, but no bypassed. The peer teaching and microteaching could occur in the first semester of the first year, and access to the schools begin in the second semester. The student teacher's work is not evaluated in stage one. Before any experience is given a diagnosis of the student teacher's needs and strengths should be made. The associate teacher is told of these.

Stage Two: Limited Teaching Stage

This stage may include additional microteaching. Laboratory schools are a possibility. The student-teacher moves from specific goals of limited scope and duration to further goals requiring gradually increasing work loads and greater complexity. He works towards an integration of subject areas. In this stage he is introduced to the idea of a teaching unit but is not required to teach one. The faculty is at the student teacher's service to answer his questions and help him with problems. Here is where he discovers that the teaching is his major concern and the function of the faculty is supportive in leading up to the teaching. (For some faculty members this means a change of role.) A course in interpersonal relations is required to help the student-teacher's maturity in attitudes and social skills. The arts faculty members and the education faculty members need to establish a good working relationship in the education of the student teacher. Stage two occurs in the second year of the course. No grading of the student is done, but much evaluation and self-evaluation is provided.

Stage Three: The Extended Practicum

Now the student-teacher assumes more responsibility for creating his own learning experiences, even in cases when there is reluctance to do so. He uses various social resources in the community in planning such experiences, and receives help from the faculty in so doing.

The designing and carrying out of a unit is now possible. Diagnosis of pupils' problems and remedial work upon them is to be included. It is hoped that the student teacher can begin to harmonize the ideas he has learned from the faculty, the school, and the department of education with his own educational beliefs. He is able to evaluate the school program, the pupils' progress, and his own development as a teacher.

Stress is laid on curriculum development at the university to coincide in time with stage three of the practicum. Skills in program development are learned. Besides the evaluation and discussion which goes on between associate teacher and student teacher, the student receives a grading from his work. He is evaluated by the associate teacher, the faculty, and himself.

The student teacher develops the skill of working as a member of a team rather than acting as "King of the classroom" and having his own "territory". He should learn how to work with specialists, consultants, social workers, department heads and counsellors. He becomes able to use his own ideas, within the limits of the guidelines laid down by the province. To some extent this stage acts as an in-service program for the teacher.

Should the advisory group recommend it, the student may be moved to another teaching place if it is against his best interest or the pupils' best interest for him to stay. Within the four years he should have a good variety of placements as to grades, subject areas and schools.

Stage 3 lasts for the second and third years and the first semester of the last year.

Stage Four: The Post-Practicum

The last semester of the last year is for stage four. No practice teaching takes place except for catch-up work, or special arrangements, e.g. school librarian work.

Stage four allows for specialization, for example, learning disabilities, disturbed children, etc. It also provides an opportunity for the student teacher to go back for help to the faculty, who have a "service station" function. Stress is laid on curriculum development, administration and organization. The student can look at alternative styles in education such as the so-called "free" schools, Outward Bound courses, and others outside the usual framework of formal education. It is hoped that the graduate would continue stage four as an experienced teacher by coming back to the faculty of education for further help. It can become a general resource centre for education. Continuing education for associate teachers can go on by means of workshops for which the teacher gets released time when his class is taken over by a supply teacher paid for by the university or the board.

Note on the Selection of Associate Teachers

An attempt should be made to match the philosophy of the associate teacher with that of the faculty. Teachers should be chosen not only for their ability but for other reasons such as (1) the teacher's motivation in wanting to have this task, (2) the quality and nature of his program (e.g. special interest in music), (3) whether he is amenable to change.

No teacher should be forced to take student teachers, as this puts the student teacher in an impossible psychological situation. Opinion in our group was divided as to whether pay should be given. Incentives for serving such as extra time off for meetings and preparation were recommended.

Associate teachers should be selected from a list of volunteers which is then screened by a committee made up of persons who know the volunteers but are not subject to influence by local in-school social relationships. A second screening can be done by administration.

Group 4

Chairman: Dr. S.A. Lindstedt

Recorder: John Fiset

ASSIGNMENT 1: RANKING OF OBJECTIVES

Very little difficulty was encountered in rating the objectives. It was decided that we would rate them on a "gut" reaction. It was quite surprising how close the members were on this task. Our initial understandings of the terms were very close. However, upon delving into the definitions more deeply it became quickly apparent that our choices were made on different conceptual models. This led us into some divergent thinking and we came up with our own list of objectives.

Objectives	Group Rating
1	2
2	5
3	9
4	3
5	4
6	8
7	6
8	1
9	7
10	10

Group 4's New Objectives

1. Courage
2. Love of children
3. Knowledge of children
4. Commitment
5. Mastery of content
6. Specific skills of teaching
7. Self knowledge
8. Knowledge of milieu

By the end of Tuesday we felt that many of our items were qualities that an individual must possess prior to entering the profession. Notwithstanding, we felt that some areas could be developed in a quality practicum and left such an effort for Wednesday. (As an aside, we never returned to these points in any great detail.)

ASSIGNMENT 2: DESIGNING A HIGH QUALITY PRACTICUM

We were unable to find a specific focus for the design. Consequently, the group tried to find as many factors as possible to be considered in the practicum. I feel that by sharing experiences the members will be able to return to home base and attempt to implement those which may best suit their local needs.

OUTLINE

Principles

I. Roles

A. Cooperating teachers

1. Selection
2. Inservice
    - (a) meetings
    - (b) courses
    - (c) institutes (a mix of a and b)
3. Rewards
    - (a) honoraria ($50/2 weeks)
    - (b) intrinsic
    - (c) reduced workload
    - (d) use of university facilities
    - (e) voucher system (free entrance to courses)
    - (f) screening for new staff
    - (g) teacher learns from student

B. Staff Advisor

1. Methods specialist vs. generalist
2. Time for student consultation

II. Programmes

(A) 1-year Certification Programme
(B) 3-4 year Bachelor's Programme
(C) Student Teacher Suggestions

At this point the student in our group presented a practicum of a limited nature which we found most interesting.

6 Months Total

(I) 12 weeks observation (practice optional)

Areas to observe

(1) Public (elem/secondary)
(2) Private (elem/secondary) Business
(3) Special education
(4) Adult education
(5) Vocational education (professional)
(6) Community service education
(7) Free school (alternative school)
(8) Day care
(9) University level
(10) etc. The point made was that there is more than the TRADITIONAL CLASSROOM

No evaluations

(II) Following the observation one moves into a 12 week Field Experience. The student chooses one or two areas from the above. This is evaluated. The student input into our group showed that they (student teachers) wanted

(i) a varied practicum
(ii) mastery of techniques
(iii) time to choose a specialty based on observation
(iv) relevance

Confluent

A second model was examined which in our highest educato we (actually one of our group) called the "confluent educational orientation" -- a philosophy for the practicum. It mixes the affective and cognitive domains.

Affective -- human potential

(1) self identity
(2) power -- I can
(3) the relationship of the above 2

Cognitive

(1) Teaching competencies
(2) Subject mastery

Such a system is highly field based. 60-70% of the time is in the schools. The faculty instructor works in the schools, thus creating a maximum of input into the system by being on the spot and having Boards and teachers giving input.

The role of the faculty is in the form of co-ordination and resources. Student-products of the system would return for inservice at various times in their careers.

(III) Evaluation of Students

(A) Purposes

1. Formative -- first time out -- no mark
2. Screening
3. Employment data

The why we evaluate was discussed, and problems such as school boards wanting recommendations prior to graduation were dealt with. No resolution.

(B) Modes of evaluation (our results were a failure)

1. Pass-fail with anecdotal report
2. self evaluation
   cooperating teacher evaluation } composite report
   advisor evaluation

At this point, curling, swimming, drinking and my presence required in Montreal took on a greater priority.

The conference evaluations are to be handed to the group leader who, in our group's estimation, deserves a special vote of thanks. In addition, we felt very fortunate to have a student-teacher in our midst who presented his views in an open and frank manner.

Groupe 5

Chef de groupe: Rodrigue Gagné

Rapporteur: Raoul Côté

Etapes préalables aux stages proprement dits

1. Rencontres tripartites entre l'université les commissions scolaires et l'association des professeurs afin de clarifier des éléments tels que, le status des stagiaires etc., etc.

2. Session d'accueil comprenant les modalités de sélection, d'information et de formation des coopérants.

Etablir des critères propres aux stagiaires

- a - sa disponibilité
- b - sa créativité
- c - la communication
- d - la compétence
- e - l'expérience

3. Rôle et responsabilités -- se pencher sur un état de faits -- notamment la perception bilatérale entre le stagiaire et les professeurs, les cadres, les parents, les élèves et les associations professionnelles.

- anticiper la résistance bilatérale entre ces deux mêmes groupes.

- établir des mécanismes de démystification par rapport à la présence des stagiaires dans la salle de classe qui veut qu'ils viennent perturber, et ce par le truchement de comités de parents, par la démonstration structurée des techniques et de modalités.

4. Coopérants (maître-associé) -- élaborer des modalités de compensation, de relations interpersonnelles avec le stagiaire, d'évaluation, de sélection et de travail en équipe.

Blocs

Nous avons subdivisé les objectifs en trois blocs avec un principe fondamental comme base qui se résume au développement intégral de l'être par une autonomie de pensée et de comportement.

bloc 1 - Exploration et observation scientifique du milieu

- connaissance des milieux (ville, secteur, région)
- connaissance des divers traits sociologiques
- connaissance des apprentissages dynamiques des structures scolaires et communautaires
- prise de conscience des comportements socio-affectifs.

bloc 2 - Observation et analyse de l'étudiant-maître dans ses interactions

- prise connaissance des systèmes d'analyse d'observation tel - FLANDERS
- acquérir une notion certaine de la communication et de la participation et pouvoir l'observer et l'analyser dans les relations humaines, dans les rôles et les tâches.

bloc 3 - Spécialisation didactique

- analyser, utiliser les outils (méthodes, techniques, matériel) didactiques existants et pouvoir penser à en créer d'autres
- pratiquer des habilités
- combler les carences au niveau de la discipline (matière).

Objectifs

1. L'enseignant favorise l'autonomie de penser et de comportement de l'élève.

2a. La communication efficace.

2b. Observation, reconnaissance et traitement des comportements des élèves.

3. Planification, organisation, exécution, évaluation d'un programme.

4. Actualisation de la théorie.

5. Détermination du besoin d'instruction des élèves.

6. Habilité en instituant le jeu.

7. Désignation des objectifs de comportement de chaque sujet.

8. Utilisation des méthodes de renforcement.

9a. Evaluation des élèves et encouragement de l'auto-évaluation.

9b. Art de poser des questions.

Groupe 6

Chef de groupe: J. Gibeault

Rapporteur: Guy Savoie

La Première Tâche

A) Le groupe a d'abord défini certains termes:

1) enseignant = futur maître
2) formation des maîtres ≠ perfectionnement
3) maître coopérant = celui qui reçoit l'étudiant-maître

B) Le groupe a apporté certaines précisions sur les objectifs donnés:

1) ce que doit apprendre l'enfant
2) l'enseignant fait preuve d'habilité pour déterminer le passage d'une étape d'apprentissage à une autre
3) l'interprétation des résultats formels (examens-tests)
4) l'enseignant désigne les objectifs de comportement dans chaque sujet

C) La feuille rose (priorités individuelles) remplie.

D) Discussions

1) La majorité du groupe trouve que l'objectif #4 comporte plusieurs variables, tandis que les autres sont assez spécifiques.

2) Il a été reconnu aussi que plusieurs objectifs manquaient dans la liste. Le groupe a discuté assez longuement sur:

   a) la capacité de l'enseignant de susciter la motivation chez ses élèves.

   b) la disponibilité de l'étudiant-maître, voire de l'enseignant en général.

   c) la définition de l'enseignant.

La Seconde Tâche

A) Répartition du temps

Le groupe a accepté au départ que l'enseignement pratique devait être impliqué à l'intérieur d'un cours de formation des maîtres d'une durée de 4 ans. Vu l'importance des stages, une valeur de 30 crédits leur fut décernée. (Voir Tableau #1a et b.)

B) Choix du milieu

Il va sans dire que les écoles publiques sont les centres premiers où se fera l'enseignement pratique. Par centre, les centres de formation sont peut-être mieux équipés pour le micro-enseignement. Le groupe encourage beaucoup les étudiants-maîtres à visiter des "clubs" ou organismes différents dans lesquels vivent les jeunes: Boys Club - Scouts - YMCA - autres. Le principe de base des stages est de répondre aux besoins de l'étudiant-maître selon ses aspirations et selon les milieux aptes à répondre à ses aspirations.

C) Organisation des stages

On a discuté longuement sur le fait que les stages et leur organisation diffèrent d'un centre à l'autre; qu'il manque parfois de coordination dans tout cela. Certains milieux ne semblent pas connaître de difficultés où très peu. Cependant la totalité des participants a reconnu le manque d'une structure pédagogique. C'est pourquoi le groupe a reconnu la nécessité de créer deux comités, deux structures dites administrative et pédagogique.

D) Autres points de discussion

Le groupe n'a pu malheureusement aller en profondeur dans des sujets qui mériteraient de s'y arrêter:

- le choix du coopérant: décision finale dans presque tous les cas laissée aux directeurs des écoles.
- critères guidant dans le choix des "coopérants": qualification - expérience - compétence.
- préparation des coopérants: plusieurs souhaitent l'organisation de journées ou d'ateliers pédagogiques durant lesquels universités/écoles associées distribueraient les informations nécessaires; étudieraient les objectifs des stages et tous les autres sujets connexes à cette idée de stage.
- rémunération des coopérants: beaucoup de diversités selon les milieux.

E) "Recommandations"

a) Le groupe regrette quelque peu le fait que nous ne nous sommes pas arrêtés sur le cours de formation d'un an.

b) Le groupe souhaiterait que la FCE (si elle ne l'a pas fait encore) s'arrête sur le problème de l'évaluation.

c) Le groups souhaite que chaque participant du groupe #6 saura, à l'avenir, faire profiter ses confrères des expériences vécues dans son milieu.

Tableau Ia

PRACTICUM

Répartition du Temps

1.	10% 3 créd.	Observation Exploration
2.	20% 6 créd.	1. Micro-Enseignement Auto-Evaluation 2. Enseignement dans L'Ecole
3.	20% 6 créd.	Préséance à la formation Pédagogique
4.	50% 15 Crédits	Internat

TOTAL: 30 Crédits

Tableau Ib

THEORIE & PRATIQUE
PROGR. DE 4 ANS

An 1 Acad. Culture Générale la 30 cr 24	Education Théorie did. gén vie 10% 3 cr.	Observation Exploration Contact à voir Elem 6 à faire Sec
An 2	20% 6 cr. CHOIX	1. Micro-ens il agit applications 2. initiation aide-prof. niv. Disc.
An 3	10% 20% 3 cr. 6 cr.	Enseignement
An 4	50% 15 cr.	Internat Assistant

Group 7

Chairman: Jim Blanchard

Recorder: J. Roy Hastings

PURPOSE

The items listed are idealistic and thus the knowledge, attitudes and practices implied would take years to develop. Therefore, the following purposes would begin during the practicum of a four-year training program and grow with experience after graduation.

Within the practicum the student teacher should have an awareness of the following needs or purposes;

1. to develop a knowledge of children as they are
2. to understand and relate to their interests
3. to interact with the children according to their school environment
4. to be aware of the forces acting upon the child
5. to have the chance to develop curricula, to create, and innovate
6. to have the chance to test, revise, and develop theories and methodologies
7. to develop the facility of interacting with colleagues and professionals
8. to have a chance to self-evaluate one's self as beginning a career
9. to develop teaching skills and techniques
10. to initiate and develop one's own philosophies
11. to develop classroom management and control
12. to understand school policies and the administrative process
13. to recognize the nature of individual differences and make allowances for them
14. to learn by observation and study the sequence of accumulative learning growth
15. to organize lessons that stimulate effective learning
16. to formulate the results and report the effectiveness of lessons
17. to be aware of the importance of reporting and accountability to parents

18. to observe planned and desirable examples of desirable experiences

19. to respond to each individual child's needs

20. to learn existing techniques of meeting individual needs

21. to integrate with members of the teaching profession

22. to practise practical applications of theories and,

23. to develop social skills to establish a congenial environment.

FIELD EXPERIENCE

1. Student teachers should be prepared for observation experiences.
2. In the beginning they should have directed observation of children in a variety of organized settings with follow up seminars to increase their understanding of how children learn.
3. They should see demonstrations of teaching techniques and types of lessons by practising teachers in real situations.
4. They should see at first hand various models of school organizations and programs.
5. The students should become familiar with the programs and practice by limited experiences at first, planned in co-operation between student teacher and associate teacher.
6. The student should have increasing opportunities to plan, practise, and analyse his teaching experiences in blocks of sufficient time and each student teaching period should be followed by meaningful, constructive evaluation.

CRITERIA FOR SELECTION OF CO-OPERATING TEACHERS

The co-operating teacher should:

1. be willing to accept and counsel student teachers,
2. be prepared in advance for the arrival of the student,
3. have a receptive, concerned, helpful attitude toward the student,
4. possess proven, competent, teaching success in whatever school organization,
5. be knowledgeable of the expectations of the training institution,

6. be able to communicate in a meaningful manner with the student (explain, counsel, and exchange ideas),
7. be understanding but honest in daily counsel,
8. be honest in evaluation for the purpose of screening entrants to the teaching profession.

SELECTION OF THE CO-OPERATING TEACHER

In advance of student teaching periods there should be a continuing consultation among faculty members, principals and staffs of schools to meet the needs and interests of the students and to develop contributions by students to the schools. That is, a faculty member acting as counsellor for a number of students acts as a liaison between the training institution and a number of schools. He then meets from time to time with the principal and staff of each school to make known required practice teaching positions and the principal and staff provide the desired experience by agreement among themselves.

REMUNERATION

The following points were raised in discussing remuneration for co-operating teachers:

1. Appointment of annual (renewable) co-operating teachers to the Faculty who would work with associate teachers and act as evaluators of student teaching.
2. The funding of money for the practicum includes honoraria to teachers or payment for released time plus cost for administration and travel.
3. Increased practicum may result in increased cost if higher quality is to be assured.
4. There should be formal arrangements to allow Faculty and co-operating teachers to meet and discuss problems.
5. Remuneration may be in the form of access to research centres, course vouchers, library facilities, released time, workshops.

EVALUATION

Evaluation forms should be completed by Faculty members and co-operating teachers in co-operation.

Group 8

Chairman: Mrs. Sylvia Gold

Reporter: Brose Paddock

Practicum Design

A. The practicum must be planned as an integral part of every preservice education program for teachers. It should be preceded by certain practical and theoretical experiences and followed by a supervised probationary period upon entry to the teaching profession.

B. Although we found it impossible to differentiate specific, detailed objectives of the practicum, we did identify the following skill areas which should be of paramount importance.

1. Interpersonal relationship skills
2. Curriculum development skills
3. Craft skills -- planning, setting objectives, translating theory into practice
4. Administrative skills -- Classroom and program management
5. Personal characteristics

C. Guiding principles in practicum development

1. The practicum should be responsive to the revealed needs of the individual student teachers.
2. The practicum should be developed in a way which maximizes the degree of reality in the field experiences in which the student is involved. The goal is the eventual total responsibility of the student for planning, teaching, and evaluating.
3. Collaborative decision-making for the design of the practicum should be the responsibility of the faculty of the teacher education institution, teachers' association, ministry of education, and student teachers.
4. The practicum must be integrated with educational studies of a more theoretical kind.
5. A major portion of the practicum must take place in the schools with regular classroom teachers.
6. Cooperating teachers should be selected carefully.
7. There must be a training program for cooperating teachers and administrators who are involved in the practicum.
8. Consideration should be given to a reduced regular workload for cooperating teachers.

9. Evaluation (supervision) must have a formative emphasis. Summative evaluation should be done only at the end of the program.

10. All faculty personnel should be capable of and responsible for supervision of the students in the practicum.

11. It is the professional responsibility of all teachers to participate in the education of potential, developing teachers.

D. The practical proportion in the teacher education program

1. A minimum of one-third of the professional component of the teacher education program should be practical experiences distributed as effectively as possible over the total time period of the program.

2. The practical component should include at least one extended practicum period, preferably near the end of the program, preceded by carefully planned and integrated lead-up experiences with a practical emphasis.

3. The practicum as an integral part of the pre-service education program should be followed for those who enter teaching by a two-year probationary period planned and supervised primarily by the Teacher Association in cooperation with the Faculty of Education whose members would be available as human resource support. The two-year probationary period is seen as a prolonged practicum which would emphasize the growth and development of the teacher, rather than the evaluative screening function.

E. Providing for high quality supervision at the school level

Since the major portion of the supervision will be done by cooperating teachers, the quality of such supervision is extremely important. To ensure adequate supervision the following recommendations should be considered:

1. Selection of cooperating teachers
    - (a) Must be done carefully
    - (b) Should be done only after consultation between the teacher education institution and the schools
    - (c) The length of the cooperating teacher's teaching experience should not be a major consideration
    - (d) Every effort should be made to match the student with the school and cooperating teacher in terms of personality and types of experiences which may be provided.

2. Development of cooperating teachers

   (a) Cooperating teachers should participate in a short-course or workshop which would be designed to prepare them for their role as supervisors of potential developing teachers.

   (b) The provision of the activities for the development of cooperating teachers should be the responsibility of the teacher association.

The cooperating teacher and student must engage in

3. Frequent consultation of a formative nature, supportive to the student.

F. Provision of human resources by the teacher education institution

Although the group seemed to agree that faculty members should be available as consultants to students during the practicum, we did not formulate a recommendation regarding the frequency of such consultation, at whose initiative the consultation should occur, nor the responsibility of faculty members for observation, participation, and support in school classrooms. While some consideration was given to the matter of providing human resources in specific subject areas in primary and elementary grades, it was not regarded as a matter which required general recommendations but which could be handled as particular institutions deemed appropriate.

G. Emphasis to be given to specific skill areas to be developed in the practicum

The group gave some consideration to which of our five skill areas should receive greatest emphasis in the practicum. While consensus was not achieved, some voices favoring an emphasis on skills in interpersonal relations were clearly audible.

Should the skills emphasized in the practicum for teachers in secondary schools be different from those emphasized in the practicum for teachers in elementary schools? Group consensus indicated a negative answer to the question.

Group 9

Chairman: Ron MacDonald
Recorder: Bill Allester

On Designing a High Quality Practicum

The group rebelled against the first exercise -- the ranking of *objectives* for teacher education. However, the chairman skillfully led us to agree on certain *assumptions*, principles and purposes. These follow:

Assumptions

(1) The practicum is a very important component of the continuing education program for teachers.

(2) The practicum should be jointly planned and executed with students, teachers, professors and school district staffs all being involved.

(3) A wide variety of experiences, both in school and out, should be provided -- with opportunity of in-depth experience at a chosen level and/or subject area after exposure to several others.

(4) The process of evaluation is also to be shared by students, teachers and professors.

(5) The other university courses should provide the student with adequate mastery of appropriate subject matter.

Principles

(1) Joining of practice, theory and practice

(2) Time for student trial of various teaching styles -- *without* risk

(3) Student right to share in setting objectives *and* in evaluation

(4) Evaluation as continuing feedback -- self evaluation -- several evaluators involved, particularly if student "in trouble"

(5) Classroom management is important

(6) Joint responsibility of school and university -- with teacher in the key role

(7) Student should have experiences with pupils on one-to-one basis, and in small groups, as well as in "classes"

(8) Student gains experience at different levels, in order to understand child development (D-12+) and in order to choose level for specialization

(9) The student cares about children

(10) Subject mastery is not restricted to content but includes principles of student learning

PURPOSES

By the end of the final practicum, the student will have achieved a degree of ability to:

(1) assess individual needs of pupils, through observation and diagnosis

(2) use a variety of questioning skills and other teaching styles which will promote student thinking

(3) communicate effectively with pupils, parents and others

(4) organize and implement appropriate pupil learning activities

(5) evaluate student progress

(6) understand nature of the community and family

(7) be familiar with non-classroom situations of the school (e.g. library, office routines, counselling services, etc.)

(8) engage in worthwhile leisure activities

(9) enjoy working with young people

(10) have knowledge of principles involved in the curriculum development process.

Group 10

Chairman: Phil Carter

Recorder: Ken Bride

The Practicum Should Include:

First Year - Opportunities for exploring needs of individual students in a variety of settings (home, community, school, etc.)

Exploration of a number of grade levels and school types

Acquisition of skills in observing, conceptualizing, recording, analyzing, etc.

Second Year- Opportunity for involvement in small group activities. An examination of the structure and function of the school and its related systems.

Opportunities for cooperative teaming and decision-making.

Experiences and activities to facilitate the development of effective human relations e.g., micro-teaching, group dynamics, simulation.

Third Year - The professional semester and extended practicum.

Fourth Year- Supplementary practicum and specialization.

Basic Principles

1. Some exposure to schools in each year of the program.
2. Field experiences should be designed to meet the needs of the student teacher.
3. Students, cooperating teachers, principals and faculty supervisors should be involved in planning and evaluating teacher education programs for the student.
4. Practicum should include a variety of experiences of a graduated nature.
5. Theoretical and methodological components of the program should grow out of and be built upon the field experiences.
6. Cooperating teachers must be adequately prepared to perform their role.
7. Adequate time must be provided during the regular school day to permit the cooperating teacher to perform his/her role effectively.
8. Field experiences should include opportunity for student to observe at various levels in a variety of school settings.
9. Field experiences should be broadly representative of community, school, etc. exposures.
10. The quality of the pupil's school program should not be placed in jeopardy as a result of the practicum program.
11. A sufficient period of time (e.g. one semester) should be devoted to an "extended practicum" during the four year preparational period to allow for:
    (a) knowledge of the setting (pupils, school, community)
    (b) relocation, if necessary
    (c) planning, implementation, evaluation and replanning
    (d) innovation

EVALUATION OF THE WORKSHOP

A questionnaire was circulated to delegates requesting an evaluation of the content and organization of the workshop. Questionnaires were returned by 48 delegates, just over one-third of the total number of persons attending. In view of this limited return, the results may not necessarily be representative of the total group. However, it may be of interest to summarize the replies briefly. The summaries are provided under headings which indicate the seven questions asked.

1. In what ways has this workshop increased your knowledge of teacher education?

Twenty-four delegates noted that they had gained considerably in knowledge of practices and developments elsewhere in Canada. Eleven delegates reported that they had a broader appreciation of the problems in teacher education.

2. What roles and responsibilities in teacher education do you now feel better qualified to undertake?

Delegates replying to this question indicated that they felt better qualified to seek cooperation and exchange of information among the various groups involved in teacher education, to seek improvements in practice teaching and to influence the design of practicums, either directly or through work with planning committees.

3. Have your attitudes changed in any way? If so, in what way?

The change most frequently expressed by delegates replying was toward greater understanding of the problems faced by various other groups in trying to design an appropriate practicum. These delegates felt more inclined toward developing cooperation among the groups and, particularly, toward enhancing the role of teachers in improving teacher education. Some delegates felt less certain about the adequacy of present practice, whereas others felt that their groups and institutions were moving in the right direction.

4. Is the workshop format of this type appropriate to the study of problems in teacher education?

Almost all of the delegates felt that the workshop format was appropriate. Several noted that while the workshop was appropriate for discussion of problems it was not so arranged as to facilitate arriving at solutions. A few delegates felt that more practising teachers should have been present.

5. In your opinion, what were the strengths of the workshop?

The major strengths noted by the delegates were the non-rotating group discussion pattern and the diversity of representation, within the groups and at the workshop generally. A number of delegates noted that the meeting was well organized and that the setting was very congenial. Several delegates also noted that a number of the formal presentations were good and that Norman Goble's address, in particular, was excellent.

6. In your opinion, what parts of the workshop could have been improved?

Delegates indicated some dissatisfaction with the formal presentations by individuals and panels. Several felt that there was inadequate interaction among panel members. With regard to the group discussions, it was suggested that chairpersons be better briefed as to their role. Dissatisfaction with the list of competencies provided in the first assignment was also expressed. Several delegates also noted that more classroom teachers and student teachers should have been present. Some disappointment was expressed that no formal arrangements were made to enable persons interested in special topics, or from similar backgrounds, to meet.

Some difficulties with the bilingual aspects of the workshop were noted. It was suggested that where translated materials are provided the originals should be distributed along with them.

7. If further workshops are held, what topics would you like to see treated?

The following topics were suggested for future workshops:

In-depth study of the roles of various persons involved in the practicum, in particular, cooperating teachers and faculty advisors

Continuing teacher education

Evaluation of students, teachers and programs

Course content of teacher education and its relationship to the practicum.

Several delegates suggested that there should be follow-up workshops on a regional basis and that there be study of specific aspects, including microteaching, interaction analysis, and competency-based teacher education.

EVALUATION DE L'ATELIER

Dans un questionnaire remis aux délégués, on leur demandait d'évaluer le contenu et l'organisation de l'atelier. Un peu plus du tiers des personnes présentes -- soit 48 délégués -- ont répondu au questionnaire. Vu ce nombre restreint des réponses, les résultats peuvent fort bien ne pas représenter les opinions de tous les participants. On résume ci-après les réponses reçues aux sept questions que l'on avait posées.

1. De quelles façons cet atelier vous a-t-il permis d'améliorer votre connaissance de la formation des maîtres?

Vingt-quatre délégués ont déclaré qu'ils avaient considérablement amélioré leur connaissance des techniques et de l'évolution qui se produisent ailleurs au Canada. Onze délégués ont affirmé qu'ils avaient acquis une meilleure appréciation des problèmes de la formation des maîtres.

2. Quels rôles et quelles responsabilités pensez-vous pouvoir entreprendre maintenant dans la formation des maîtres?

Les délégués qui ont répondu à cette question ont donné à entendre qu'ils étaient maintenant mieux qualifiés pour chercher à obtenir la collaboration et l'échange de renseignements entre les divers groupes qui sont mêlés à la formation des maîtres et, de même, pour chercher à améliorer l'enseignement pratique et à en influencer l'élaboration, soit d'une manière directe ou en travaillant avec les comités d'organisation.

3. D'une façon ou d'une autre, vos attitudes ont-elles changé? Si oui, comment?

Les délégués qui ont répondu à cette question ont indiqué que les changements les plus souvent exprimés penchaient vers une meilleure intelligence des problèmes auxquels avaient à faire face les autres groupes dans l'organisation d'un stage d'enseignement pratique approprié. Ces délégués étaient plus poussés à mettre en valeur la collaboration au sein des groupes et, particulièrement, à promouvoir le rôle des enseignants dans le perfectionnement de la formation des maîtres. Certains délégués ont manifesté des doutes quant aux techniques actuelles, cependant que d'autres étaient d'avis que leurs groupes et leurs établissements s'orientaient dans la bonne voie.

4. Ce genre d'atelier convient-il à l'étude des problèmes de la formation des maîtres?

Presque tous les délégués ont déclaré que l'atelier était d'un genre approprié. Plusieurs ont conclu que même si l'atelier convenait à l'étude de problèmes, son agencement ne facilitait pas le recours à des solutions. Quelques délégués ont noté qu'un plus grand nombre d'enseignants en exercice auraient dû être présents.

5. A votre avis, quels étaient les points forts de l'atelier?

Notés comme principaux points forts par les délégués furent la formule de cercles de discussion sans roulement et la diversité dans la représentation, autant parmi les groupes que dans l'atelier même. Un certain nombre de délégués ont signalé que la réunion avait été bien organisée et que son agencement était très convenable. Plusieurs ont noté la qualité des exposés et indiqué que celui de M. Norman Goble en particulier était excellent.

6. A votre avis, qu'est-ce qui, dans l'atelier, aurait pu être amélioré?

Les délégués ont manifesté un certain mécontentement au sujet des exposés conventionnels présentés par des particuliers ou au cours de tables ronde. Plusieurs étaient d'avis que l'interaction avait manqué au sein des membres des tables ronde. Quant aux cercles de discussion, on a indiqué que les présidents (e) auraient dû être mieux préparés pour bien remplir leur rôle. Le mécontentement a également été manifesté au sujet de la liste des compétences des premiers travaux. Plusieurs délégués ont fait remarquer qu'un plus grand nombre d'enseignants en exercice et d'élèves-maîtres auraient dû être présents. On a également déploré qu'aucune disposition conventionnelle n'ait été prise pour permettre que se réunissent des personnes qu'un sujet particulier intéressait, ou qui avaient reçu une même formation.

Certaines difficultés concernant l'aspect bilingue de l'atelier ont été notées. On a proposé que les copies originales des textes traduits soient remises en même temps que les traductions.

7. Si d'autres ateliers allaient être tenus, quels sont les sujets que vous aimeriez voir traités?

Les sujets suivants ont été proposés pour étude au cours d'ateliers futurs:

> Etude exhaustive du rôle de diverses personnes mêlées à un stage d'enseignement pratique, surtout les coopérants et les conseillers de faculté.

Formation des maîtres continue

Appréciation des étudiants et des maîtres,
et évaluation des programmes

Matières du cours de formation des maîtres
et leur relation avec un stage d'enseignement
pratique

Plusieurs délégués ont proposé la tenue d'ateliers de sondage au palier régional pour étudier des problèmes particuliers, tels le micro-enseignement, l'analyse de l'interaction et la formation des maîtres basée sur la compétence.